West Hill Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	West Hill Primary School
Number of pupils in school	184 Oct 22 Census: 170 Oct 23 Census: 152
Proportion (%) of pupil premium eligible pupils	78 pupils 42.4% Oct 22 Census: 66 pupils 38.8% Oct 23 Census: 75 pupils = 49.3%
Academic year/years that our current pupil premium strategy plan covers	2021-24 3 years
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Richard Milsom
Pupil premium lead	Richard Milsom
Governor / Trustee lead	Edward Joudrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,778 £94,575 for 2023/2024
Recovery premium funding allocation this academic year (First instalment of School led tutoring grant Gov fund 60% school funds additional 40% from PP fund £4000) £5771 (April – August 2022, £11,463 for 2022/23 + School Contribution	Academic year 22/23 £11463 from Sch Led Tutoring + £4,000 from sch budget Academic year 23/24 £4118 from Sch Led Tutoring + £2060 from sch budget
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	**PP budget £ 122,241** **PP budget 2023/2024 = £100,753**

Historic funding overview

Academic Year	2017/18	2018/19	2019/20	2020/20	2020/21	2022/23
No. on roll	**321**	**307**	252	223	203	184
Eligible for PP	121 & 1 looked after child, 1 previously looked after child	122 & 1 adopted from care & 1 looked after child	116 & 3 looked after children	90 No looked after children	90	78
Pupil Premium %	37.3%	40.4%	47.2%	40.4%	44%	42.4%
Total Grant £	£162,940	£163,340	£158,060	£118,360	£106,778	106,778
Differential	+£1547	+£400	-£5280	-£39,700	-£11,582	£0

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles
• We ensure that teaching and learning opportunities meet the needs of all the pupils
• We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
• In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
• We also recognise that not all pupils who are socially disadvantaged are registered / qualify for free-school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
• Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

Ultimate Objective
• To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
• All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age-related expectations
• Learning is enhanced by providing behaviour and nurture support throughout the school day.
• Ensure children have first-hand experiences that enrich their learning.
• To offer all children in KS2 the opportunity to learn how to play a musical instrument.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	More frequent behaviour difficulties
4	Attendance and Punctuality issues
5	Chaotic family lives and Social Service involvement
6	Legacy of Covid 19 impact (Years 1-3)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and success criteria

Intended outcome	Success criteria
Progress in reading	Achieve above national average **progress** scores in KS2 Reading (0)
Progress in writing	Achieve above national average **progress** scores in KS2 Writing (0)
Progress in maths	Achieve above national average **progress** scores in KS2 Maths (0)
Phonics	Achieve national average expected standard in PSC
Attendance	Ensure attendance of disadvantaged pupils is above 95%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge numbers addressed
Quality first teaching before, during and after school. CPD All teachers and teaching assistants to champion pupil premium pupils Talk4W and Maths mastery embedded with good impact on progress Quality first targeted teaching for pupils with SEND resulting in good progress	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (The EEF Guide to Pupil Premium 2019) Improving Literacy in KS1 (EEF) and Improving Literacy in KS2 (EEF) both focus on the importance of developing good speaking and listening skills as vital, in order to improve reading and writing. When vocabulary is divided into 3 tiers (core, describing and specialised), it is the focus on the Tier 2 words (describing) that will accelerate the children's vocabulary development. Significantly low starting points for N and R pupils. 95% start below expected. SALT greatest SEND need. Children have limited vocabulary in first and second language.	1,2,3,4,5
Reception HLTA Afternoon support from Nursery teacher (previously timetabled elsewhere in school)	Weak Language and Communication skills. Most children are working below age related expectations and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have.	1,2,3,4,5

| | On entry into the reception and nursery classes pupils require additional highly skilled support in order to access the provision. Parents require the support of highly skilled staff to ensure that they understand how best to support their children at home. | |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge numbers addressed
Quality targeted Intervention Additional EP package to meet the needs of SEND pupils	% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care. Significantly low starting points for N and R pupils. 80% start below expected. SALT greatest SEND need. Children limited vocabulary in first and second language. Some children are almost non-verbal in English or home language when starting Nursery.	1,2,3,4,5,6
Benchmark reading project	Accurate assessment ensures pupils get targeted support when required.	
Learn to love to read project – Y1, Y2, Y5	Targeted to pupils most at need of support in Year 1 and Year 2. Those who have limited home support or access to quality texts.	
TT Rock stars/ Numbots	Support for home learning. TT Rocks stars easy to access for all pupils on a mobile device.	
Subsidised clubs	Wide variety of clubs to enrich learning in the classroom. Targeted at year groups with most need. Opportunities for PP pupils to access clubs.	
Sonar tracker (previously called Target Tracker)	Accurate tracking and analysis provides school leaders and governors with accurate picture of the attainment and progress of all groups.	
B Squared	Accurate tracking of personalised steps for SEND pupils ensures that the needs of pupils with complex needs are met.	
Phonics reading books		

	An audit of decodable phonics texts allowed us to identify gaps and address any areas needing further resourcing. This ensures that pupils are supported after they have moved "off" of the RWinc programme.	
Dyslexia screening	Assessment of pupils needs is vital to ensure that needs can be met.	
Rising stars NTS assessments		
Suffolk reading tests	Accurate pupil assessment and tracking will ensure any gaps in pupils knowledge/ progress will be addressed swiftly.	
Maths.com		
Spag.com	Homework programmes which can be accessed on a variety of devices ensures that parents are able to support their children at home. Homework is relevant and targeted at skills which need further development.	
White rose texts books		
	Quality resources ensure that pupils are challenged and knowledge extended. Use of the text books enables teachers to free up planning time to plan for the improving group and the greater depth groups of pupils.	
School led tutoring for groups that have been highlighted as most effected from COVID lockdowns Y1 Y2 Y3 Y4 Y6 £11,463 1:1 Targeted tuition for Y6 pupils Targeted maths and English interventions for specific children. N to Y6.(Precision teaching, toe by toe, DH targeted reading groups, RWInc)	The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption continues to have an impact on outcomes in 2022. School led tutoring should focus on providing tuition to disadvantaged pupils. This can include pupils eligible for pupil premium but could also include pupils with types of disadvantage or additional needs. However if a school or academy trust feels that a pupil who doesn't fall into these categories would benefit from catch-up tutoring, the funding can be used to provide this. We estimate that we can provide school led tutoring for 2xdays per week with a qualified teacher. From November 22 to July '22. Pupils who will receive the additional support are identified through the pupil progress meetings with teachers. We are focusing on those key marginal pupils who with input can make the expected level of attainment or close the gap towards the expected level.	1,2,3,4,5

	Pupils in year 2,3,4 will be identified for the additional turoing. The focus of which will likely be reading with increased fluency and confidence, writing and writing with clarity. School-led tutoring grant - GOV.UK (www.gov.uk)	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge numbers addressed
Full time learning mentor Learn to love to read project Nurturing school approach Staff CPD directly linked to school strategic plan priorities, inc supply costs Time to talk Therapeutic sessions Play therapy sessions Classroom support Worry boxes Emotional regulation barometers Positive behaviour management Lovely lunchtimes Soft start/ early work	The EEF Toolkit shows that behaviour interventions can have an impact on academic achievement. A number of children and families have complex issues. This impacts on well-being and ultimately on attainment and progress. A number of children with complex SEMH needs require support to regulate emotions and attend to learning. Children need to have their emotional needs met in order to be able to concentrate on their learning. Support positive emotional regulation and wellbeing for all stakeholders. Behaviour incidents are monitored and show a steady if not declining pattern. Pupils with complex SEMH are supported and over time incidents are showing a general decline in intensity. Engaging with parents to create a cohesive and supportive community ensures that parents engage in their child's education.	1,2,3,4,5,6

MHP NHS trailblazer project Therapy dog Pupil voice Coffee mornings for parents about how to help with learning at home, parenting workshops, mental health workshops.	Children make the best progress when supported by parents in their home.	
Regular monitoring of attendance. Casework undertaken by pastoral lead and SLT Weekly well-being/ attendance meeting	Attendance of a small number of children remains a barrier. A small number of children are persistent absentees. Improve attendance and punctuality - Consistently above 95% Numbers of persistent absentees will drop. 86% of pupil premium pupils have attendance over 90% 14% of pupil premium pupils are persistent absent, below 90%. These pupils make up 64% of all PA pupils.	
Subsidised theatre groups Transition workshops Free Rock Steady places Music provision for KS2, recorders, trumpets and singing £8,104 (WCET/Singing Strategy) Music provision for KS1 singing project Subsidised trips Subsidised visitors (£500.00) High quality resources Bopstars	Children have limited experiences which impacts on their vocabulary, their attainment and progress and ultimately their mental health and well-being. Broadening children's cultural experiences. Improved progress and attainment. Every child has the right to play a musical instrument. To be involved in performances as participants. Places funded for children to attended holiday enrichment clubs on site at West Hill	1,2,3,4,5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

How well do Pupil Premium children at West Hill do?

A three-year comparison shows that the Pupil Premium cohort at West Hill has consistently had a much higher mix of SEN pupils than the non-Pupil Premium cohort.

In 2021 47% of the PP cohort were SEN compared to 13% in the non PP cohort and 1 pupil had an EHCP. Attainment overall has been affected by the lengthy school closure between January and March and in 2020, notably in Reading and Writing. Combined attainment has lifted due to more consistent results in the non-SEN cohort which is a larger proportion of the PP cohort than in 2020.

In 2022 29% of the PP cohort were SEN compared to 42% on the non PP cohort. 50% of the PP/SEN cohort had EHCPs compared to 13% of the non PP/SEN cohort. Therefore PP with SEN attainment is lower than Non PP with SEN because of the proportion of EHCPs. Overall attainment of Pupil Premium pupils vs Non Pupil premium pupils is more consistent due to the performance of non SEN pupils within the Pupil Premium cohort.

In 2023 9% of the PP cohort were SEN and had an EHCP compared to 18% in the non PP cohort, two of whom had an EHCP (one did not take SATs). EAL cohorts are similar in both groups. 73% of PP pupils were EAL compared to 76% in Non PP.

Attainment and progress overall have been affected by the legacy of Covid-19.

		2018	2019	2020	2021	2022	**2023**	2023 Non PP	Nat Av All Pupils	Nat Av PP	Nat Av Non PP
Reading	EXP+	77%	40%	61%	71%	71%	64%	71%	73%	60%	78%
	H	36%	8%	17%	18%	21%	9%	29%	29%	17%	34%
Writing	EXP+	68%	48%	50%	59%	79%	73%	82%	72%	58%	77%
	H	9%	0%	22%	18%	7%	0%	12%	13%	7%	16%
Maths	EXP+	82%	48%	50%	71%	71%	73%	88%	73%	59%	79%
	H	14%	4%	17%	12%	14%	0%	29%	24	13%	29%
RWM	EXP+	64%	24%	33%	59%	57%	55%	65%	59%	44%	66%
	H	5%	0%	11%	6%	7%	0%	12%	8%	3%	10%

Attainment (July 2023)

KS2 Pupil Premium 11/28 pupils (1 pupil = 9.1%)

		2018	2019	2020	2021	2022	**2023**	2023 Non PP	Nat Av	Nat Av PP	Nat Av Non PP
Reading	EXP+	80%	77%	75%	64%	75%	50%	54%			
	H	0%	15%	13%	9%	0%	0%	0%			
Writing	EXP+	80%	69%	75%	55%	25%	50%	62%			
	H	0%	0%	0%	0%	0%	0%	0%			
Maths	EXP+	80%	69%	75%	64%	50%	50%	62%			
	H	27%	8%	25%	18%	0%	0%	0%			
RWM	EXP+	80%	69%	75%	46%	0%	50%	46%			
	H	0%	0%	0%	0%	0%	0%	0%			

KS1 Pupil Premium 8/22 pupils (1 pupil = 12.5%) National data not yet available

The Pupil Premium cohort at West Hill has a significantly higher proportion of SEND than the national average so it is useful to look at pupil attainment for the pupil premium and non-pupil premium cohorts with regard to their SEND constituents. National data not yet available.

KS1		2023 Pupil Premium (8)	2023 Pupil Premium & SEN (4)	2023 Pupil Premium & Non SEN (4)	2023 Non Pupil Premium (13)	2023 Non Pupil Premium & SEN (2)	2023 Non Pupil Premium & Non SEN (10)	Nat Av 2023	Nat Av PP 2023	Nat Av Non PP 2023
Reading	EXP+	50%	25%	75%	54%	50%	70%			
	H	0%	0%	0%	0%	0%	0%			
Writing	EXP+	50%	25%	75%	62%	50%	70%			
	H	0%	0%	0%	0%	0%	0%			
Maths	EXP+	50%	25%	75%	62%	50%	70%			
	H	0%	0%	0%	0%	0%	0%			
RWM	EXP+	50%	25%	75%	46%	0%	60%			
	H	0%	0%	0%	0%	0%	0%			

KS2		2023 Pupil Premium (11)	2023 Pupil Premium & SEN (1)	2023 Pupil Premium & Non SEN (10)	2023 Non Pupil Premium (17)	2023 Non Pupil Premium & SEN (3)	2023 Non Pupil Premium & Non SEN (14)	Nat Av 2023	Nat Av PP 2023	Nat Av Non PP 2023
Reading	EXP+	64%	0%	70%	71%	67%	71%	73%	60%	78%
	H	9%	0%	10%	29%	0%	36%	29%	17%	34%
Writing	EXP+	73%	0%	80%	82%	67%	86%	72%	58%	77%
	H	0%	0%	0%	12%	0%	14%	13%	7%	16%
Maths	EXP+	73%	0%	80%	88%	67%	93%	73%	59%	79%
	H	0%	0%	0%	29%	33%	29%	24	13%	29%
RWM	EXP+	55%	0%	60%	65%	67%	64%	59%	44%	66%
	H	0%	0%	0%	6%	0%	14%	8%	3%	10%

Yr 1 Phonics Pupil Premium 6/18 pupils (each child = 17%) No national data for 2020 or 2021 due to Covid							
2018	2019	2020	2021	2022	**2023**	2023 Non PP	National Average PP 2023
86%	78%	75%	67%	56%	17%	83%	

Early Years Good Level of Development Pupil Premium 5/24 pupils (each child = 20%)							
2018	2019	2020	2021	2022	**2023**	2023 Non PP	National Average PP 2023
90%	25%	0%	0%	17%	40%	65%	

Progress (July 2023)		
Progress is measured from Key Stage One to Key Stage 2. Pupils with no KS1 result have been excluded. Children's attainment and progress have been severely affected by school closure from March 2020 - June 2020 and Jan 2021 - March 2021.	Non PP Progress July 2023	Pupils eligible for Pupil Premium Progress July 2023
% making expected progress in reading	56%	9%

% making expected progress in writing	56%	60%
% making expected progress in mathematics	72%	40%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Rock music cross age bands / lessons	Rocksteady
Sports coaching and CPD for staff	Kick London
Theatre company – productions and workshops	Big Foot
Theatre company – productions and workshops	Young Shakespeare Company
Theatre company – productions and workshops	Big Fish
PSHE and RSHE education - workshops	NSPCC
Bop Stars	Drama and theatre club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	0 service pupils
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.