

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Western Primary School
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2027
Date this statement was published	Oct 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	E Dean, Headteacher
Pupil premium lead	R Baker
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,264
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£153,264

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those with post-looked after arrangements and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Disengagement Many of our children present with social/emotional issues including low aspiration, limited life experience and poor engagement in learning. Parents are sometimes disengaged and do not always see the value of education. They often lack the confidence and skills to support learning at home. This is seen through poor engagement in home learning, reading at home and attendance at events and meetings aimed at supporting parents with learning at home.
2	Attendance Our 3-year trend demonstrates that overall, our rate of absence for disadvantaged children compares well with national data. However, as in national data, disadvantaged children still present with a higher rate of absenteeism than others.
3	Attainment Attainment across the school is low. This is reflected in statutory assessment data including the phonics screening check, and end of KS2 SATs outcomes. The gap between disadvantaged pupils and others at Western Primary school is smaller than national, however disadvantaged children continue to attain less well than others.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To bring attainment of disadvantaged children in line with their peers.	Summative data in reading, writing and maths to demonstrate a reduction in the gap between disadvantaged children and others.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Data to show that the overall attendance of disadvantaged children does not differ from that of their peers.

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

Budgeted cost: £108,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of class TA in every class to facilitate effective feedback and support to all children.	EEF teaching and learning toolkit rate effective feedback highly in terms of accelerated progress (+6 months) based on strong evidence.	3
Subscription to teaching resource subscriptions (Literacy Shed, Twinkl, White Rose Maths)	High quality planning and resources. White Rose maths identified by Maths Hub audit as a quality tool. The teaching of reading comprehension strategies rates high on progress (+6 months) based on extensive evidence. Scheme based teaching (White Rose maths scheme results in greater consistency across the school)	3
Little Wandle Portal Subscription	EEF rate phonics teaching as high impact. English Hub Audit recommended Little Wandle. PSC data up 10% on last year since implementation.	3

Targeted academic support

Budgeted cost: £19,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English intervention sessions for identified children in KS2	Small group intervention rated highly in terms of accelerated progress by EEF teaching and learning toolkit (4 months). Effective feedback also well proven	3
Maths and English intervention sessions for identified children in KS1	Small group intervention rated highly in terms of accelerated progress by EEF teaching and learning toolkit (4 months). Effective feedback also well proven	3
Phonics interventions in KS1 and KS2	EEF rates phonics teaching as a high impact strategy.	3

Wider strategies

Budgeted cost: £26,152

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide leadership and accountability for Pupil Premium spend.	Strategic leadership is needed to ensure the effective use of the Pupil Premium funding.	All
Funding for a designated member of staff to monitor and promote attendance.	Previous attendance data demonstrates positive impact of attendance officer.	2
To meet the basic needs of children and to improve attendance and punctuality through the provision of a breakfast club.	EEF research demonstrates that breakfast clubs have a positive impact on attendance. Basic needs are a pre-requisite to effective learning.	1, 2, 4

Total budgeted cost: £153,264

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

%GLD

5 PP pupils

	Pupil Premium	Other	Difference
GLD	40	53	13

Although the cohort of PP children in Reception is small, the gap between PP and Others is relatively small.

KS1

20 PP Pupils

	School PP Gap	National PP Gap
Reading	-0.8	-19
Writing	-8	-21
Maths	-13	-19

Whilst a small gap remains, the gap between Pupil Premium children and others is significantly lower than national averages.

KS2

66 PP pupils

	School PP Gap	National PP Gap
Reading	-22	-17
Writing	-28	-18
Maths	-31	-20

This year there are some significant gaps in attainment between Pupil Premium children and Other. This is particularly apparent in Maths.

Attendance

	All	PP	Other	Diff
22-23	92.7	92.1	93.3	-1.3
23-24	94.4	94.0	94.7	-0.8
24-25	94.0	93.0	94.8	-1.8

There attendance gap between PP children and others has widened slightly this year however ius still in line with the national average to date of 93.2%

Intervention Strategies

Pupil Premium funding has been used to cover the cost of Phonics and Maths intervention. Whilst our PSC data has not demonstrated a rise on last year, there have been a number of factors negatively impacting the outcome. In house data demonstrates huge impact on a number of pupils both in Rec, KS1 and KS2. The school currently only has 2 children that require phonics intervention resulting from the support put in place this year.

Number Stacks maths intervention has demonstrated positive progress for a large number of children, with the vast majority progressing several steps throughout the course of the intervention programme.