



Pupil premium strategy statement – West Park CE Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	822 (JULY 2024)
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	OCTOBER 2024
Date on which it will be reviewed	July 25/26/27
Statement authorised by	Caitriona Bull
Pupil premium lead	Nina Craig
Governor lead	Juliette Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year inc FSM ev6 and PP+	£128,760
Recovery premium funding allocation this academic year	n/a
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 2,909.75
Total budget for this academic year	£ 131,669.75

Part A: Pupil premium strategy plan

Statement of intent

West Park CE Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind and every child should achieve their potential.. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We are determined to ensure that all of our pupils are given every opportunity to realise their potential and are ready for their next stage of learning.

Background

Pupil Premium funding is a government initiative that targets additional support for pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government has used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (CLA) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching, consistently using strategies with evidence based impact on learning
- Concentrate our spending on achieving the highest possible standards in English and Mathematics and reducing the gap between outcomes of disadvantaged learners and their peers. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Place the highest importance on the breadth of the curriculum; pupils must access the very broadest opportunities
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate pastoral support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

How we will measure the impact of the pupil premium:

- Tracking of progress, attainment and attendance of individual children and groups against learning objectives in lessons and interventions and National Curriculum expectations in line with school Assessment Policy.
- Setting of attainment and attendance targets reviewed termly.
- Shadow analysis of current against historical data to identify trends and anomalies.
- Capturing ‘Pupil Voice’ as part of year group monitoring activities, giving a clear picture of the learning experience for children.
- Engagement with and completion of homework (5X weekly reading, spelling and time-tables practice)
- Attendance at extra-curricular activities.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have below National Average attainment at the end of KS2 in statutory assessments; disadvantaged learners attainment below that of peers.
2	Early language development and understanding of numbers is an issue for a number of pupils on entry.
3	Attendance: Disadvantaged pupils have average lower attendance, higher levels of unauthorised and persistent absence. Quality First Teaching, academic and social interventions will not have an impact if the child is not present. Interrupted learning compounds the children’s perceptions of themselves as learners and adds challenges socially. In 2023-4, absence for disadvantaged pupils was 10.3 % compared with National (all pupils 3.9%) and persistent absence 34.2% compared with National (all pupils) 16.2%. In all year groups, except Y5, the absence rate for disadvantaged pupils is twice that of the

	rest of the cohort. Unauthorised absence rate was 3.7% compared with National (all pupils) 1.6%.
4	Multiple disadvantage: 2023-24: 39.2% (38/97) of disadvantaged pupils have a SEN provision. The degree of overlap of disadvantage varies across the school, ranging from 14% to 46%.
5	A number of disadvantaged pupils have negative perceptions of themselves as learners. This increases the incidence of negative behaviours. Behaviour records 2023-4 show that 17% incidents logged under 'behaviour' were for disadvantaged students. This is equivalent to 1.4 times the proportion of disadvantaged students in the school. For 'Immediate' incidents logged, 21% were for disadvantaged students. This is twice the proportion of children in the school.
6	Social isolation, and pockets of disadvantage within areas of relative affluence, are issues. Low mobility and coastal isolation are issues that may impact. 2023-24 intake has the largest group of disadvantaged children across the school (21 children, 22% across school). This reflects the changing socio-economic profile of the school catchment in a time of national austerity. Early identification increases the opportunities for support throughout school.
7	Some families find it more difficult to build positive relationships with school.

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
improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
improved reading, writing and maths attainment among disadvantaged pupils at KS2 2026/26	KS2 outcomes improve and by 2026/27 the gap between WPS disadvantaged and National non-disadvantaged significantly narrowed or eliminated. As cohort numbers vary across the school some groups are very small which has a disproportionate impact on data as do the degree of multiple disadvantage with SEN. Analysis to ensure cohort size and/or multiple disadvantage do not skew overall outcomes- breakdown of groups within disadvantaged to be tracked and monitored to ensure all pupils make at least expected progress and gap narrowed. Disadvantaged pupils have made at least expected progress from their individual starting points.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> ➤ the overall absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being not more than 1.5% <p>the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 7% lower than their peers</p> <p>Over the duration of the plan maintain and build on improved attendance, by 2026/7 disadvantaged attendance gap not more than 1%. PA further reduced to no more than 3% lower than their peers.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2024/25 through to 2026/7 demonstrated by:</p> <ul style="list-style-type: none"> ➤ qualitative data from pupil voice, pupil and parent surveys and teacher observations, Pastoral Lead monitoring and reports <p>significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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)

Budgeted cost: £108,989.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Whole staff revisit Rosenshine’s Principles in Action- consistent application of principles across all curriculum areas and in every lesson Rosenshine’s Principles in Action used to support and understand QFT, 2024-5 the primary focus continues to be on Metacognition as a strategy- developing teacher understanding, how it links to the principles and then developing children’s understanding- focus on adaption of tasks (scaffolding/ modelling/ questioning) building on meta cognitive strategies</p> <p>Staff meetings in Spring and summer terms MITA training in spring and summer terms</p>	<p>Metacognition and self-regulation: Very high impact for very low cost based on extensive evidence EEF guidance is based on a range of the best available evidence: EEF’s guidance report on Metacognition and Self regulation EEF’s guidance report on Special Educational Needs in Mainstream Schools Toolkit strand\ Education Endowment Foundation\ EEF</p>	<p>1,2,5</p>
<p>Oral language intervention: continue explicit ‘book talk’ activities planned class weekly library sessions: sharing books/ hearing readers, discussion vocabulary and comprehension, supporting AR quiz completion</p>	<p>The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	<p>2,7</p>
<p>Speech and language intervention: Speech and Language Link bundle (Infant and Junior) Screening to pinpoint areas of needs, informing targeted intervention Outcomes tracked and monitored for impact.</p>	<p>Resource: providing evidence based interventions, standardised screening assessments and training in the use of these tools. Used widely and currently EEF trial involving 170 schools (4600 pupils) as part of the Department for Education’s Accelerator Fund, commissioned as a</p>	<p>cost of intervention £850 pa budgeted 2,1,4,5</p>

	programme that shows promise for increasing pupil attainment. Evaluation report will be published in Summer 2025.	
<p>Reading: Accelerated Reader</p> <p>Continued provision of p/t librarian to ensure reading resources are easily accessible. Librarian also talks to children about their reading choices and guides to quality text, promoting love of reading through displays and the wider environment.</p> <p>Support for new staff- English leads trained in using the programme cascade to new staff or those who have changed key stage.</p> <p>New reading stock reviewed so that the texts are up to date and labelled with ZPD codes</p> <p>Provision of 6X laptops to ensure disadv children have equity of access to tech to complete AR quizzing</p>	<p>Accelerated Reader is one of the most heavily researched reading programs in the world. It has earned high ratings and endorsements from multiple researchers and education organisations:</p> <ul style="list-style-type: none"> ● Accelerated Reader meets the Every Student Succeeds Act (ESSA) requirements for strong evidence ● The Promising Practices Network gave Accelerated Reader a “proven program” rating ● The National Dropout Prevention Center (NDPC) rates Accelerated Reader a “model program” with “strong evidence” ● The Council of Administrators of Special Education (CASE) endorses Accelerated Reader <p>EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	<p>1, 5</p> <p>Budgeted cost of librarian £4217.40 , resources including laptops 6X £220= £1320</p>
<p>Phonics: Ongoing access RWI portal to support staff knowledge and for online capture of assessments</p> <p>Fresh Start phonics rolled out across KS2 targeting children who did not meet threshold in Y2 phonics assessment/ children joining school with EAL/ no previous direct phonics teaching provision.</p> <p>Follow up training for EYFS, Y2 and Y5 ECT, new to school teaching and support staff through 1:1 or group CPD and MITA sessions</p>	<p>Read Write Inc. is the UK’s leading synthetic phonics programme with the most bespoke phonics professional development. Read Write Inc. is for children from Reception to Year 4, and children with SEND in older year groups.</p> <p>Lessons learned published following EEF project: https://educationendowment</p>	<p>1, 2</p> <p>Anthologies- £1126</p> <p>additional resources included in overall budget</p>

<p>Additional 1:1 support with staff on needs basis</p> <p>Resources:</p> <p>Fresh Start Anthologies and new texts (release date Jan 2025)</p> <p>top up packs/ resources for PP LSAs</p>	<p>tfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Professor Becky Francis, EEF chief executive, said “robust evidence suggests that high-quality, structured phonics teaching can boost young pupils’ literacy development, when they are implemented carefully and as part of a wider literacy offering.</p>	
<p>Recruitment:</p> <p>LSA’s funded from the Pupil Premium: 2.5fte staff across school</p> <p>Providing targeted in class support with immediate feedback to address errors/ misconceptions and move learning forward. Out of class pre teaching/ overlearning/ gap filling intervention. Developing positive relationships with the children and championing them as learners.</p>	<p>EEF Teaching and learning toolkit:</p> <p><i>Feedback- Providing feedback is well-evidenced and has a high impact on learning outcomes.</i></p> <p>One to One tuition:</p> <p><i>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i></p> <p><i>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i></p>	<p>1,2,3,5,7</p> <p>PP funded LSA salaries budgeted</p>
<p>Writing:</p> <p>The Write Stuff</p> <p>Model and team teaching by English subject leads to support staff new to the school and those who move key stages who are not familiar with the approach to ensure consistency across the school. Monitoring of model in action built in to subject and HoY monitoring calendar. Evidence triangulated with children’s’ books and planning. Feedback provided and actions taken as a result reviewed.</p>	<p>The Write Stuff approach is research informed and practically applies evidence into effective best bets for improving writing outcomes, The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-</p>	<p>1.2.3</p>

<p>GDS/ opportunities for higher attainers:</p> <ul style="list-style-type: none"> ● identifying pupils ● planning opportunities/ adaptations ● moderating judgements <p>Teaching of editing skills as part of the writing process/ application of grammar, punctuation and spelling:</p> <ul style="list-style-type: none"> ● training ● team teaching ● monitoring 	<p>sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. This aligns with Rosenshine's Principles.</p> <p>This year areas of focus informed by the 'Write Way Forward' initiative (West Sussex) working collaboratively with other schools to raise writing attainment (led by expert consultant Debbie Thomas) and 'Writing for pleasure centre'- Felicity Ferguson and Ross Young.</p>	
<p>Maths: ongoing monitoring/ feedback by maths leads with focus on adaptation identifying areas of strong provision and areas needing support</p> <p>Assessment outcomes recorded consistently and centrally, gap analysis of individual outcomes, groups and cohorts to inform provision term on term.</p> <p>Key improvement area: Statutory outcomes 2025</p> <p>Whole school initiative- daily Arithmetic lesson in addition to core Maths curriculum teaching time. Parents/ carers invited into experience how the children are learning to inform support at home and increase parental engagement. Children provided with printed resources from National Numeracy to provide additional activities reinforcing learning in school at home.</p> <p>Use of Fluency Bee- additional resource provided by White Rose Maths to provide short targeted intervention when gaps in learning identified</p> <p>Arithmetic lesson and use of Fluency Bee provides opportunities for developing fluency, overlearning and mastery of methods for using 4 operations that can then be applied in core lessons.</p>	<p>EEF Improving Mathematics guidance documents for EYFS/KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths and KS2/3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>'Quick retrieval of number facts is important for success in mathematics.'</p> <p>'<i>Fluency Bee</i> is a structured teaching programme designed to give children confidence with numbers through varied and frequent practice. It's an easy way to build number sense and develop a range of core skills in maths.'</p>	<p>1,3</p> <p>Fluency Bee £144 per year additional devices to deliver programme</p>

<p>Same day adaptation- pick up of misconceptions as they arise at point of error</p> <p>Profile of strategies used to problem solve raised through displays in classrooms and public areas of the school.</p> <p>Multiplication check: Explicit times tables teaching monitoring across school: Monthly learning walks focusing on provision, pitch and pace Engagement with TT Rockstars platform- disadvantaged children without access to tech at home to be provided with additional opportunities in school</p> <p>Maths lead and Ht completing NPQ Leading Primary Maths to ensure leadership of subject is research based and informed by best practice</p>		
<p>Curriculum: Continue to ensure our curriculum is rich and children's skills, knowledge and understanding develop over time. Continue developing further monitoring and effective feedback Subject leaders developing further our full curriculum to ensure learning is 'sticky' (spaced learning) and so remembered rather than encountered, has consistently high expectations of disadvantaged learners and the pupils can articulate their learning. Aligns with Rosenshine's principles including Metacognition</p> <p>SIA support focussed on conducting effective learning walks with subject leads</p> <p>Hosting locality subject leader network meetings to include secondary school colleagues</p>	<p>'Before providing feedback, teachers should provide high quality instruction' EEF report Teacher Feedback to improve pupil learning EEF's guidance report on Metacognition and Self regulation EEF's guidance report on Special Educational Needs in Mainstream Schools Toolkit strand\ Education Endowment Foundation\ EEF</p>	<p>1,2,3,7</p> <p>1.5 days per year for each subject leader- monitoring time within teaching day to ensure live learning is monitored and pupil voice captured as well as planning/ books monitored</p>

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

Budgeted cost: ££3,873.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics groups provided by PP funded LSAs:</p> <p>Y1 and Y2- overlearning daily phonics</p> <p>Y3- targeted phonics instruction and additional reading for fluency using RWI materials and approach</p> <p>Y4-6 RWI Fresh Start for pupils who did not meet phonics threshold, any children new to UK school system/ EAL with no previous phonics teaching</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Oral Language intervention:</p> <p>EYFS: Boromi</p> <p>Continued provision of free Play Bags for families to borrow, take home and enjoy together, encouraging structured talk at home and providing resources, without cost, to families they would not otherwise have access to.</p>	<p>Boromi is an award-winning community of non-profit Play Libraries on a shared mission to empower every parent to support and nurture the early development of their child through powerful, purposeful play together at home, where it matters most.</p> <p>Impact report:</p> <p>https://static1.squarespace.com/static/5b01bd95d274cb14608731c4/t/624a84f109e90944fb4b4fd5/1649050877648/2019-21+Boromi+Impact+Report.pdf</p>	<p>1,2,6</p> <p>cost of scheme budgeted</p>
<p>Pre teaching and misconception pick up sessions (delivered by LSA, targeting disadvantaged pupils on an evidence based needs basis reviewed termly)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups</p> <p>Pre teaching engenders confidence and ensures a firm foundation on which to build in lessons</p> <p>Teaching Assistant Interventions EEF Teaching and Learning Toolkit EEF SEN in Mainstream Schools</p>	<p>1,3,7</p>

<p>Additional LSA support in English/ daily arithmetic and Maths lessons targeting disadvantaged children who are not yet on track to meet age related expectations.</p> <p>Providing targeted lesson starters for disadvantaged pupils.</p> <p>Recapping teacher instruction, modelling and providing scaffolding that is reduced with growing confidence (following Rosenshines' Principles)</p>	<p>2.5X LSA funded for additional support timetabled based on evidence of need.</p> <p>Evidence of impact in children's books and outcomes of ongoing assessments.</p> <p>EEF's guidance report on Metacognition and Self-regulation</p> <p>EEF's guidance report on Special Educational Needs in Mainstream Schools</p> <p>Toolkit strand\ Education Endowment Foundation\ EEF</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,806.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance:</p> <p>Continuing to develop what and how information is shared with parents to improve attendance</p> <p>Team (Inclusion Lead/ Pastoral Lead/ Attendance Officer)</p> <p>Communication with parents:</p> <p>Half termly report shared with parents</p> <p>Standard letters reviewed and updated.</p> <p>Celebration of 100% attendance</p> <p>Inclusion Lead/ Pastoral Manager/ Attendance Officer continue to build relationships with families of children with</p>	<p>The British Psychological Society report: School attendance, exclusion and persistent absence</p> <p>Having a regular and consistent point of contact and support in school that is readily available and has high expectations for the children is crucial for both children and families.</p> <p>Sharing what the children are missing out on rather than just % attendance can help parents understand the importance of regular attendance.</p>	<p>4</p>

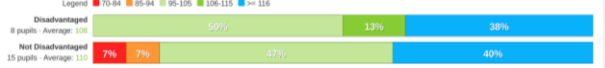
low attendance or inconsistent punctuality		
<p>Provision of resources for Rainbow Hut (outside Pastoral space on KS2 playground)</p> <p>Providing guided physical activity other than playground games for children</p> <p>Positive engagement with staff and older pupils as role models- three Y6 Pastoral Prefects supporting children invited to use the Rainbow Hut provision</p>	<p>EEF Improving behaviour in schools guidance “Many problems—or behaviours—that affect wellbeing do not require lengthy or complex interventions involving consultations, workshops, training, or support’34 Dennis Embry and Anthony Biglan, 2008</p>	3,4,5
<p>Mental Health First Aider- continue to offer the support for staff at all levels as needed in addition to termly wellbeing meetings.</p> <p>Undertaking Senior Mental Health First Aid training this academic year.</p>	<p>Anna Freud National Centre for Children and Families: We must do more to support school leaders, teachers and other school staff to ensure that their mental health and wellbeing is prioritised. If we don’t recognise the importance of this we will fail not only staff, but the children and young people they support. (Ten steps towards school staff wellbeing, Dec 2018)</p> <p>The Department of Education has acknowledged the challenge many schools face in their Teacher Recruitment and Retention Strategy: We will help to create the wider conditions in which teachers can focus on teaching – working with head teachers to create a clear and supportive system that allows them to provide a positive school culture to attract, retain and nurture their staff. (DfE, Jan 2019)</p> <p>In March 2019, the <u>Health and Safety Executive</u> published <u>Tackling work-related stress using the Management Standards approach</u>. This puts a legal duty on employers to protect employees from stress at work by completing a stress risk assessment and acting upon it.</p>	<p>All</p> <p>Pastoral Manager salary budgeted for</p>
Funding to provide fit for purpose technology for AR quizzing in school so all pupils, particularly		<p>1,2,3,7</p> <p>6 X laptop budgeted for</p>

disadvantaged pupils, have access to laptop to complete AR quizzes and assessments-tracking progress and incentivising reading		
Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences Provide opportunities for all pupils to participate in enrichment activities including sport and music	EEF Life Skills and Enrichment Toolkit: Arts Participation Physical Activity: Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	3,4,5,6 50% curriculum trips/ visits/ experiences for children attracting PPG budgeted Y6 residential-50% funding for children allocated
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all areas
Acute issue identified: Autumn term EYFS children- there are a number of children in each class finding handover from home to school challenging.	https://www.researchgate.net/publication/379889808_Child_Settling_into_School_and_New_School	5 hours X 4 LSAs additional hours to be present for 15 mins prior to contracted hours to support children at morning handover so class have settled start during autumn 1

Total budgeted cost: £ 131,669.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact 2022-3	Impact 2023-4
<p>improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>NELI programme assessed children in Autumn term, outcomes used to identify children to take part in the intervention. Outcomes show that the children who took part in the intervention all made positive progress.</p> <p>11/15 exited programme above 90th centile, with 4 at 99th centile.</p> <p>On entry assessments 94% of these children 0-3 months in listening/speaking</p> <p>GLD assessments at end of EYFS, 35% met ELG for listening and 41% for speaking</p> <p>NELI screening and intervention to continue in 2022-23.</p>	<p>NELI programme assessed children in Autumn term, outcomes used to identify children to take part in the intervention. Outcomes show that the children who took part in the intervention all made positive progress.</p> <p>8/23 children who had NELI intervention were disadvantaged outcomes:</p>  <p>All disadvantaged pupils exited the intervention with scaled scores 95+, 7/8 at 100+ and 4/8 106+</p>
<p>improved reading attainment among disadvantaged pupils at KS2</p>	<p>SATS 2023:</p> <p>75.0% of our Disadvantaged cohort achieved the expected standard in Reading, 9 pupils out of 12. This is 2.8% lower than the national Non-Disadvantaged cohort at 77.8%. The school's gap to Non-Disadvantaged pupils nationally has improved by 11.7% from -14.5% in 2021/22, to -2.8% in 2022/23.</p> <p>The Disadvantaged cohort's Reading Expected Standard has increased by 9.6% from 65.4% in 2021/22, to 75.0% in 2022/23.</p> <p>92% Disadvantaged pupils made at least expected progress from</p>	<p>SATS 2024:</p> <p>Reading outcomes: 50% (5/10) children met the expected standard. Gap between Pupil premium and non-pupil premium 27%.</p> <p>Analysis of outcomes showed one of the pupils who did not achieve ARE did score a standardised score of 99 and was teacher assessed at ARE.</p> <p>Looking at historic data (EYFS outcomes and in school data from Y4 onwards) these outcomes are as expected for this cohort having made expected progress from their starting points. There are no progress measures due to no KS1 data due to the pandemic.</p> <p>Looking ahead to 2024-25, the cohort of 14 disadvantaged students are predicted to achieve in line with the rest of the year group.</p>

	individual starting points. 16% made better than expected progress.	
improved writing attainment among disadvantaged pupils at KS2	<p>SATS 2022:</p> <p>53.8% of the school's Disadvantaged cohort achieved the expected standard in Writing, 7 pupils out of 13.</p> <p>This is 23.2% lower than the national Non-Disadvantaged cohort at 77.0%.</p> <p>The school's gap to Non-Disadvantaged pupils nationally has decreased by 13.1% from -10.1% in 2021/22, to -23.2% in 2022/23.</p> <p>The Disadvantaged cohort's Writing Expected Standard has decreased by 11.6% from 65.4% in 2021/22, to 53.8% in 2022/23.</p> <p>Of children with prior attainment data, 100% made expected progress for their individual starting point with one pupil exceeding this.</p>	<p>KS2 writing outcomes: 50% (5/10) children met the expected standard. Gap between Pupil premium and non-pupil premium 36%.</p> <p>Looking at historic data (EYFS outcomes and in school data from Y4 onwards) these outcomes are as expected for this cohort having made expected progress from their starting points. There are no progress measures due to no KS1 data due to the pandemic.</p> <p>Looking ahead to 2024-25, the cohort of 14 disadvantaged students are predicted to reduce the gap to 2 children equivalent (14%) with at least expected progress from individual starting points.</p>
to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Extra curricular club engagement was tracked to ensure that children had the opportunity to attend a club/ activity during the year.</p> <p>Funding was used to support families with the cost of extra curricular and enrichment activities by outside providers and private music tuition.</p> <p>THIs was agreed on a case by case basis.</p> <p>CPOMS reports show 18% of children receiving pastoral support are Disadvantaged (significantly higher than school average of 10%)</p>	<p>New initiative- introduction of 'feelings rainbow' helping children to reflect on how they are feeling and develop a range of strategies for managing feelings using a common language across the school.</p> <p>Analysis of parent and pupil survey responses 2023-24 very positive.</p> <p><u>Parents Strongly agree/ agree:</u></p> <p>My child can take part in clubs 91%</p> <p>WP supports my child's wider personal development through trips and visitors 91%</p> <p>My child is happy 91%</p> <p>My child feels safe 93%</p> <p><u>Pupils Strongly agree/ agree:</u></p> <p>Do you enjoy school? 88%</p> <p>Do you feel safe at school? 92%</p> <p>Is there an adult at school you can talk to if something is worrying you? 94%</p> <p>When you talk to an adult do they listen? 91%</p>

		<p>Do you go to a club in school? 69%</p> <p>Does the feelings rainbow help you or your class? 87%</p> <p>Do you learn to respect others? 97%</p>																																									
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance analysis: Overall attendance consistent with 2021-22: The percentage of sessions recorded as an absence for Disadvantaged pupils is 11.5%, a total of 2,215 sessions. Absence is 0.8% greater than the national percentage of 10.7%. This is also the same as the percentage of the previous year in your school of 11.5%.</p> <p>Unauthorised absence reduced: The percentage of sessions recorded as an unauthorised absence is 2.8%, a total of 549 sessions. Unauthorised absence is 1.4% lower than the national percentage of 4.2%. This is also 0.9% greater than the percentage of the previous year in your school of 1.9%.</p> <p>38 pupils are considered to be persistent absentees. This is 48.1% of Disadvantaged pupils and greater than national average of 34.6%.</p> <p>No Disadvantaged pupils are considered severe persistent absentees.</p>	<p>Absence figures remain constant for the disadvantaged cohort. Persistent absence figures have significantly reduced. This continues to be an area of focus.</p> <table border="1" data-bbox="871 562 1469 763"> <thead> <tr> <th rowspan="2">%</th> <th colspan="2">2021-22</th> <th colspan="2">2022-23</th> <th colspan="2">2023-24</th> </tr> <tr> <th>Absence</th> <th>Persistent Absence</th> <th>Absence</th> <th>Persistent Absence</th> <th>Absence</th> <th>Persistent Absence</th> </tr> </thead> <tbody> <tr> <td>Disadv</td> <td>10.3</td> <td>80</td> <td>10.5</td> <td>40</td> <td>10.3</td> <td>34.2</td> </tr> <tr> <td>Non-dis</td> <td>6.2</td> <td>61.4</td> <td>5.3</td> <td>10.8</td> <td>4.8</td> <td>11.0</td> </tr> <tr> <td>GAP</td> <td>4.1</td> <td>18.6</td> <td>5.2</td> <td>29.2</td> <td>5.5</td> <td>23.2</td> </tr> <tr> <td>National</td> <td>6.3</td> <td>17.7</td> <td>5.9</td> <td>16.2</td> <td>5.9</td> <td>16.2</td> </tr> </tbody> </table> <p>Strategies and interventions do not have impact if children are not in school or have regular broken weeks of learning.</p> <p>The % absence rate for disadvantaged pupils has remained constant while the overall absence rate has dropped- this has resulted in the increased gap.</p> <p>% persistent absence has significantly decreased for both disadvantaged and other pupils.</p> <p>Reducing absence and in particular persistent absence continues to be a priority. Quality First Teaching, academic and social interventions will not have an impact if the child is not present. Interrupted learning compounds the children's perceptions of themselves as learners and adds challenges socially.</p> <p>Further analysis of year groups has identified key groups for focus next year- see also Attendance action plan and SDP for 2024-25.</p>	%	2021-22		2022-23		2023-24		Absence	Persistent Absence	Absence	Persistent Absence	Absence	Persistent Absence	Disadv	10.3	80	10.5	40	10.3	34.2	Non-dis	6.2	61.4	5.3	10.8	4.8	11.0	GAP	4.1	18.6	5.2	29.2	5.5	23.2	National	6.3	17.7	5.9	16.2	5.9	16.2
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EYFS
(7 children)

	WPS disadv	National non-disadv
GLD	14%	69.9%

WPS disadv outcome for Good Level of Development is less than National and the gap between disadv and non is greater than National for this cohort. This reflects the on entry assessments for this cohort and careful consideration has been given for Year 1 provision in order to reduce these gaps.

EYFS
(21 children)

	WPS disadv	National non-disadv*
GLD	43%	tbc

WPS disadv outcome significantly improved from 2023.

The outcomes at EYFSP are cohort specific. Analysis of the areas of learning shows that the disadvantaged group have an overall profile in line with their peers.

These outcomes have been used to inform Y1 provision.

	Disadvantaged		Not Disadvantaged	
	% of pupils on track/ met ARE or higher	Attainment Band Chart	% of pupils on track/ met ARE or higher	Attainment Band Chart
Listening, Attention and Understanding	76%		85%	
Speaking	67%		81%	
Self-Regulation	71%		86%	
Managing Self	81%		89%	
Building Relationships	76%		87%	
Gross Motor Skills	86%		96%	
Fine Motor Skills	86%		89%	
Comprehension	57%		80%	
Word Reading	48%		81%	
Writing	62%		78%	
Number	67%		85%	
Numerical Patterns	57%		79%	
Past and Present	57%		81%	
People, Culture and Communities	62%		86%	
The Natural World	71%		86%	
Creating with Materials	86%		93%	
Being Imaginative and Expressive	86%		90%	
EYFS GLD	43%		76%	

KS1
(14 children)

	WPS disadv	National non-disadv
R	76.9%	72.8%
W	61.5%	65%
M	61.5%	75%
RWM	53.8%	61%

Reading- gap eliminated for this cohort

KS1 (non- statutory)
(12 children)

No statutory reporting of KS1 data in 2024.

In school outcomes:

	Disadvantaged	Not Disadvantaged
	% of pupils ARE or higher	% of pupils ARE or higher
Reading	75%	91%
Writing	42%	80%
Maths	58%	86%

<p>Writing- gap reduced by 6.3% from 2022</p> <p>Maths- gap increased by -0.8% from 2022 (less than 1 child equivalent)</p> <p>RWM combined gap reduced by 8.8% from 2022</p>	<p>Progress measures from Y1 show that all but one child made at least expected progress from individual starting points. 5/12 children also SEN in this cohort.</p>																																					
<p>Phonics</p> <table border="1" data-bbox="92 524 715 752"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">% of pupils met</th> </tr> <tr> <th>Disadvantaged</th> <th>Not Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>54</td> <td>84</td> </tr> <tr> <td>By end Y2</td> <td>71</td> <td>90</td> </tr> </tbody> </table>		% of pupils met		Disadvantaged	Not Disadvantaged	Y1	54	84	By end Y2	71	90	<p>Phonics</p> <table border="1" data-bbox="772 524 1458 752"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">% of pupils met</th> </tr> <tr> <th>Disadvantaged</th> <th>Not Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>67</td> <td>89</td> </tr> <tr> <td>By end Y2</td> <td>92</td> <td>94</td> </tr> </tbody> </table> <p>Outcomes for both Y1 and by end Y2 show improvements from 2023. Gap between disadvantaged and others is reduced.</p> <p>Only one disadvantaged pupil is moving to KS2 having not met the threshold- they have made good progress from their individual starting point.</p>		% of pupils met		Disadvantaged	Not Disadvantaged	Y1	67	89	By end Y2	92	94															
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<p>MTC (11 children)</p> <p>45% (5/11) children scored 25</p> <p>64% (7/11) children scored 20+</p>	<p>MTC (19 children)</p> <p>10.5% (2/19) children scored 25</p> <p>42% (8/19) children scored 20+</p> <p>MTC outcomes key focus for SDP 2024-25</p>																																					
<p>KS2 (12 children)</p> <table border="1" data-bbox="92 1460 702 1841"> <thead> <tr> <th></th> <th>WPS disadv</th> <th>National non-disadv</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>75%</td> <td>77.8%</td> </tr> <tr> <td>W</td> <td>53.8%</td> <td>77%</td> </tr> <tr> <td>M</td> <td>50%</td> <td>78.7%</td> </tr> <tr> <td>RWM</td> <td>41.7%</td> <td>65.9%</td> </tr> </tbody> </table> <p>Reading- gap reduced by 11.7% from 2022</p> <p>Writing- gap increased by 13.1% from 2022</p> <p>Maths- gap increased by 8.5% from 2022</p>		WPS disadv	National non-disadv	R	75%	77.8%	W	53.8%	77%	M	50%	78.7%	RWM	41.7%	65.9%	<p>KS2 (10 children)</p> <table border="1" data-bbox="772 1496 1436 1895"> <thead> <tr> <th colspan="2" rowspan="2"></th> <th colspan="2">% of pupils ARE or higher</th> </tr> <tr> <th>Disadvantaged</th> <th>Not Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>SAT Scaled Score</td> <td>50%</td> <td>77%</td> </tr> <tr> <td>Writing</td> <td>SAT TA</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>Maths</td> <td>SAT Scaled Score</td> <td>30%</td> <td>66%</td> </tr> <tr> <td>GPS</td> <td>SAT Scaled Score</td> <td>30%</td> <td>68%</td> </tr> </tbody> </table> <p>Outcomes for groups across the school are particular to cohorts. Gaps for this cohort are wider than previous cohort. This is particular to the cohort,</p>			% of pupils ARE or higher		Disadvantaged	Not Disadvantaged	Reading	SAT Scaled Score	50%	77%	Writing	SAT TA	50%	86%	Maths	SAT Scaled Score	30%	66%	GPS	SAT Scaled Score	30%	68%
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RWM combined gap reduced by 0.6% from 2022	reflecting prior attainment, and does not constitute a trend over time. National averages not yet released.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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.