

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	14 (funding to come July 2022) = 6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cheryl Boulton
Pupil premium lead	Rob Pantling
Governor / Trustee lead	Ian Guy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ (April 2021 – March 2022) £12,485
Recovery premium funding allocation this academic year	£2,000
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	£14,485

Part A: Pupil premium strategy plan

Statement of intent

Intent

Leaders at West Hill Primary School are committed to ensuring progress and achievement for all pupils, including those eligible for additional funding, and expect all members of the school community to share this commitment.

Writing in *The EEF Guide to the Pupil Premium—Autumn 2021*, Professor Becky Francis states:

‘Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery. In this context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds.’

In line with this report, school leaders at West Hill intend to engage critically with evidence as we develop our strategy for the 2021–22 academic year and beyond.

The recent global pandemic, and the findings of The Sutton Trust report ‘COVID-19 and Social Mobility Impact Brief #1: School Closures’ that ‘financial resources in the home play a significant role in a child’s learning. This is likely to be even more accentuated in the current period (lockdown)’ mean that effective targeted support and strategic spending of PPG and catch-up funding has never been more important.

Our ultimate objective is that all barriers to learning for disadvantaged pupils are addressed so they are best-equipped for their learning now and in their next setting.

This pupil premium strategy plan works to address the 4 challenges faced by these pupils.

The key principals of the plan are that: money must be well-spent and provide value-for-money; funding must be used with the pupils’ best interests in mind; activity must have proven impact; provision must be sustainable; activity must not to the detriment of disadvantaged or other pupils.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing, mental health and safeguarding concerns, including impact of Covid
2	Attendance
3	Access to extra-curricular provision – financial barriers, impact of Covid restrictions
4	Academic outcomes and progress
5	

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
Support and improve pupil wellbeing and mental health	<p>Pupil voice shows pupils feel happy at school</p> <p>A wide offer of appropriate pastoral support consistently meets pupil needs</p> <p>Pupils are able to voice personal issues in a supportive, nurturing environment</p> <p>Safeguarding concerns are addressed in line with the school's robust processes</p>
Pupil premium attendance is in line with school targets	Pupil Premium attendance is above 97.5%
Pupils access a range of clubs and extra-curricular activities to provide a range of life experiences	<p>Subsidy for events such as residential trips, clubs allows all pupils to access regardless of financial situation</p> <p>Sign-posting/allocation of places for select events based on specific criteria, including PPG eligibility</p> <p>Where appropriate, prioritisation for some curriculum events will be given to pupils eligible for PPG</p>

<p>Pupils achieve well and make good or better progress across the curriculum</p>	<p>Intervention is led by accurate assessment information, with appropriate analysis to identify issues.</p> <p>Technology for home provided where necessary e.g. home learning/lockdown</p> <p>Reading provision ensures pupils read widely and often, and for pleasure</p> <p>Pupils make expected or better progress from relative starting points, e.g. from prior Key Stage</p> <p>Pupils access a range of enrichment activities across the curriculum, e.g. inter-school events, leading to excellent progress and outcomes</p> <p>Specific intervention with proven track-record of impact closes gaps and raises attainment</p> <p>Staff deployment facilitates learning and improved outcomes</p>
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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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvement of reading scheme provision, including 'Progress' titles	Older pupils need access to age-appropriate material which is still easily read to reinforce a love of reading and support comprehension.	4
Proportion of DHT salary to oversee PP provision	10% of DHT per week is dedicated to supporting most-vulnerable pupils	1,2,3,4
Selection for sporting activities	Impact of planned events is to: Develop character and life skills (building resilience, determination) Develop fundamental skills (Locomotor, Stability, Manipulative) Learning positive habits Develop and improve physical fitness – activities to improve physical health (Cardiovascular, flexibility, body composition, Muscular Strength and Muscular Endurance)	1,3,4

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and group phonics intervention in KS1	Proven track record of phonics data progress through internal testing using PSC (see internal school records)	4
1:1 support in class	Pupil requires academic support and personalised provision. Pupil requires brain-breaks. Pupil is succeeding with this support.	1,4

1:1 regular check-ins with PPG lead	Such pupils' profile is high within the school, and must be regularly monitored	1,4
Pupil Progress Meetings, including staff cover	EEF research shows the monitoring of pupil progress	1,2,3,4

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

Budgeted cost: £ 4485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Art and creative therapy provision for targeted pupils	PASS survey outcomes highlight need to support mental health and wellbeing Previous reports linked to this provision show the progress made by children who receive this support	1
1:1 mentoring for targeted pupils, from 0-6 pastoral worker	Pupils identified as needing emotional support and positive self-image	1
Daily morning transition time with 1:1 support	Improvement in attendance for targeted pupil	2
Subsidise residential trip and other clubs	Some events inaccessible without this support	3
Subsidise/provide uniform/stationery	Highlighted pupils do not have required clothing / equipment for school. Aids sense of belonging and access to learning	1,4
Sign-post appropriate support e.g. young carers; out-of-school activities offering places for eligible pupils, e.g. sporting events over school holidays.	Complex needs of some eligible pupils. Some parents/pupils require respite. Some pupils would otherwise not access such activities.	1,3,4

Total budgeted cost: £ 14485

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 2020 to 2021 academic year.

Please see separate review document online for specific successes and highlights.

Please see internal assessment data and testing outcomes for 2020-2021.

Please see internal Teacher Assessment data for 2020-2021.

Please see Pupil A and Pupil B case studies.

Please see internal log of actions taken over lockdown to support vulnerable pupils.

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
-	-
-	-

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?	Staffing Pupil Progress Meetings Access to online learning resources Purchase of online learning resources, i.e. Chromebooks
What was the impact of that spending on service pupil premium eligible pupils?	These pupils attain well and make at least expected progress.

	See internal PIRA/ PUMA/ Young's Spelling/Teacher Assessment information.
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Further information (optional)

To follow.