

Pupil Premium Strategy Statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Thornton
Number of pupils in school	941
Proportion (%) of pupil premium eligible pupils	29% (272)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Annually
Statement authorised by	Headteacher
Pupil premium lead	Lisa Gallagher
Governor / Trustee lead	Lee McLernon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£437,798
Recovery premium funding allocation this academic year	£48,068
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£485,866</p>
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Part A: Pupil premium strategy plan

Statement of intent:

The funding is intended to support disadvantaged pupils to achieve results in line with pupils nationally. The funding will be used to...

- Closing gaps in phonics for Year 1 pupils
- Closing the gap with Reading/Writing and Maths writing
- Ensure that attendance in line with national and Persistent absence below 10%
- Support well being of pupils and families particularly with families that are exposed to challenging situation
- Support new arrival families

This will be achieved by high quality teaching, intervention, support of families and using external agencies. To achieve this we must identify the barriers for the pupils and ensure that support is targeted in the right areas.

Challenges:

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

Challenge number	Detail of challenge
1	At West Thornton we have pupils who cross several barriers. We have a high proportion of pupils that are PP and SEND
2	The attendance of PP is lower than national and PP are over represented in persistent absence figures
3	There are gaps for PP in Phonics/Reading/Writing and Maths compared to national. This includes pupils that are higher attainers
4	There are gaps in language acquisition for PP pupils with focus on early language in lower part of the school
5	PP families experience challenges with housing, domestic violence

6	There is a high % of new arrival families into the school that are PP. The induction needs to be tailored to support these families
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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
Pupils who are pupil premium and SEND are supported well to make good progress in their learning.	Additional barriers to learning are identified and addressed through targeted intervention. Progress is at least inline with other children in their cohort.
PP children attend regularly so they can access their learning.	Attendance figures of our pupil premium children is in line with National. Persistent absence matches that of other children in the cohort and is below national.
PP children make good progress, Individuals and subject areas which require intervention are identified and targeted effectively	The % of PP children achieving EXP+ in RWM combined is in line with the rest of the cohort. The % of PP children achieving greater depth is above National.
Communication skills and oracy confidence are embedded and evident across the school Early language acquisition of all PP children is improved .	Children are confident to explain their learning End of Key stages there will be no significant gap in reading between PP and their peers. By 2023 PP achievement in the Year 1 phonics test matches National. By 2023 PP achievement in EYFS GLD will match National and the gap between PP and others is reduced.
Relationships with families improve and they have confidence in the school and the support they will provide.	Outside agencies are accessed by our families Family support workers are knowledgeable of our PP families and have good working relationships. Families of PP children actively engage with the school.
New PP children to the school are quickly identified and their needs met	All in year admissions of PP children settle quickly.

	<p>Rigorous assessments are in place to identify need and quickly targeted for intervention.</p> <p>PP children new to the school achieve at least in line with their peers.</p>
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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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that professional development focuses on quality first teaching	<p>Research shows that high quality CPD enables pupils to make progress. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider.</p> <p>Standard for teachers' professional development</p> <p>High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching.</p> <p>A key factor for attainment and progress is effective teaching as highlighted by the Sutton Trust's report 2011, which revealed that the effects of high quality teaching are especially significant for from disadvantaged backgrounds</p>	1,3
SENCO to ensure that that individual passport for pupils that are PP and SEND are specific and reviewed regularly with teachers and parents	<p>For pupils with special education needs deprivation is likely to be a part of the broader context for many families. Therefore the pupil premium is used to help families to overcome the dual barriers of special education needs and social-economical disadvantage</p> <p>EEF Teaching and Learning Toolkit</p>	1,3,4
Class teachers to ensure that Classroom interventions aiming to	<p>One to one tuition (Conferencing)</p> <p>EEF Teaching and Learning Toolkit</p> <p>Research shows that systematic teaching of phonics is effective in</p>	1, 3

address existing gaps in knowledge and skills	supporting younger readers to master the basic of reading, with an average impact of additional 4 months progress EEF Teaching and Learning Toolkit	
To ensure evidence based approach to improving the oracy skills of disadvantage pupils	Research shows where schools place a high priority to teach explicit strategies for extending vocabulary in a language rich environment. EEF oral language interventions section and found these to have an average impact of +5 months EEF's guidance report (Improving Literacy in KS1, Improving literacy in KS2 and preparing for literacy)	1,3,4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring TBC	Evidence shows that small group tuition is effective. This arrangement enables the tutor to focus exclusively on a small number and is often provided to support lower attaining learners. (EEF, Teaching and Learning toolkit, 2018)	1, 3, 4 & 6
2 x Assistant Psychologist - Targeted support and intervention for children on caseload who are PP and SEND	Individualised instruction and support has a positive effect on learners. Personally tailored learning journeys and support is proven to be effective (EEF, Teaching and Learning toolkit, 2018)	1, 3, 6

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance- target PP children who are regular absentees and those who are at risk of becoming regular absentees by the use	Historical evidence within school shows that PP children who are offered the service of being collected by the minibus have increased attendance.	2

of the minibus for collection	Rise in attendance enables pupils to thrive, build confidence and resilience.	
New arrivals PP children and families are quickly identified and SLT and key members of staff identify a baseline and key intervention identified and put in place.	<p>Research has consistently shown that in-year moves have disruptive impacts on the outcomes of too many pupils. Overall, in-year movers tend to have lower prior attainment, and achieve less well as a result of moving.</p> <p><small>(RSA between the cracks- exploring in year admissions for schools in England)</small></p> <p>Addressing the affective learning needs of mobile pupils and ensuring their emotional wellbeing are of paramount importance. Mobile pupils may have experienced substantial disruption of attachments and relationships that are significant to them. These have to be addressed before the pupils can learn successfully.</p> <p>Schools that manage pupil mobility well have to invest resources in developing relationships with parents. The initial interviews, follow-up discussions and other meetings to discuss a particular learning need all take time</p> <p><small>(National College of school leadership- Managing pupil mobility to maximise learning)</small></p>	6
Promoting the involvement of parents in supporting their children's academic learning and more intensive programmes for families in crisis.	The association between parental engagement and a child's academic success is well established (EEF 2018) and supporting parents with their first child will have benefits for their siblings.	5
Targeted parental engagement sessions for PP families with a focus on how to support their children's academic and emotional development	<p>Parental engagement sessions where the focus is on supporting children with their well being was well attended during lockdown.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF parental engagement)</p>	6, 5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Quality of teaching for all

Teachers have a clear knowledge of pupils who have both SEND and PP and have planned for their needs across the curriculum. Staff have received targeted CPD (continued professional development) focussing on pedagogy, oracy, Active learning strategies and reading. Oracy and Active learning training in Autumn and Spring term with a focus on facilitating high quality purposeful talk in the classroom impacted upon strategies used in the classroom. Agree Build Challenge and other structures have been observed being used with increased frequency and effectiveness in the majority of classrooms. Lesson planning and teaching now includes the use of speaking frames that are modelled by adults and used by children to support discussion. Daily speech and language interventions with targeted pupils focus on: pronunciation, speaking in sentences and general vocabulary building.

Targeted Support

Daily minibus to school for disadvantaged pupils who have historical persistent absence has led to a significant increase in attendance for key pupils. An Additional day of EWO support commissioned and regular meetings between EWO and senior leaders to monitor progress and attendance. This led to disadvantaged attendance being close to national based on the weekly figures.

SENDCos attended PPA of high priority year groups and carried out regular learning walks - impact has been to adjust provision and resources. They have worked with other SENDCos in the trust and teaching and learning leads to support with delivering curriculum to meet the needs of the pupils. Sensory circuits, calm boxes are in place for all classes

Additional Educational Psychologist time was commissioned for pupil premium pupils additional needs were identified and intervention planned for.o

Despite learning being remote learning for some of the year, teachers provided high quality remote learning including live lessons. The school targeted specific pupil premium children to be in school during the lockdowns to ensure face to face teaching for these children. Additional 60 devices provided for disadvantaged pupils to ensure all pupils can access remote learning.

Additional behaviour support strategies have been deployed including; Learning mentors supporting vulnerable PP pupils, Nurture rooms and calm spaces, Zones of regulation intervention, lego therapy, proud books and Nurture Breakfast Club.

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
Educational Psychologist	

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?	
What was 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.