

Pupil Premium Strategy

This statement details our school use of pupil premium (and recovery premium for the 2023 – 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 Thornton
Number of pupils in school	916
Proportion (%) of pupil premium eligible pupils	31% (310)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	Annually
Statement authorised by	Headteacher
Pupil premium lead	Jonathan Owen
Governor / Trustee lead	Suregah Balachandran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 455,196.75
Recovery premium funding allocation this academic year	£ N/A (For 2023-24)
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	£ 455,196.75

Part A: Pupil premium strategy plan

Statement of intent:

This strategy outlines the challenges our most vulnerable pupils face and how we aim to mitigate any potentially negative impact they may have, by targeting additional financial support in the right areas, at the right time. This funding, along with aspirational targets for vulnerable pupils and robust tracking processes mean early intervention is assured. We ultimately aim for the progress and attainment of disadvantaged children to be increasingly in line with their non-disadvantaged peers.

High-quality teaching is at the heart of our approach, with a focus on subject areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap; at the same time, this will also benefit the non-disadvantaged pupils in our school. This strategy also outlines how the remainder of the funding will be spent on targeted interventions, (both in and out of class). This section of the strategy is integral to wider school improvement plans to improve the quality of education in the school.

We strongly believe in utilising wider strategies to support our most vulnerable families, including the use of specialist agencies and so this strategy highlights how: opportunities for learning beyond the curriculum will be fully utilised; the positive health and wellbeing of our children will be prioritised and promoted; and, how high-quality speech and language interventions will develop pupil communication skills and the confidence they need to succeed at West Thornton and beyond. We are committed to ensuring that our activities and approaches are based on sound research which will ultimately benefit all children, raising standards and aspirations for everyone.

Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment; not assumptions about the impact of disadvantage. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, raising expectations of what they can achieve, and eradicating any stigma or unconscious bias that might limit what disadvantaged children can achieve.

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, including a high proportion of PP children who have SEND.
2	The attendance of Pupil Premium children is lower than national and Pupil Premium children are over represented in persistent absence figures.
3	There are gaps for Pupil Premium children in Phonics and Reading, Writing and Maths compared to national figures. Pupil premium children are also under

	represented in the percentages of pupils who reach the higher level of attainment in most year groups.
4	There are gaps in oracy development and language acquisition for PP pupils, particularly early language in the EYFS and Year 1.
5	Many of our PP families experience a number of challenges, including, but not limited to housing, food insecurity, mobility, etc.
6	There is a high % of new arrival families into the school that are PP and who are learning English as an Additional Language / are new to the country.

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
1. Pupils who cross multiple barriers (i.e. who are Pupil Premium and SEND) are supported well to make good progress in their learning.	<p>Additional barriers to learning are identified and addressed through high quality teaching and targeted interventions. 100% of children who are Pupil Premium and SEND will receive additional interventions at some point in the three years this plan covers.</p> <p>Robust tracking demonstrates that these groups make progress that is at least in line with other children in their cohort by the end of 2023-24.</p> <p>The pupil premium is spent well to help families overcome the dual barriers of special educational needs / EAL and socio-economic disadvantage.</p>
2. PP children attend regularly so they can access their learning.	<p>Overall attendance is above 96% with a gap of no more than 2% between PP and non-PP children by end of the 2023-24 academic year.</p> <p>Persistent absence below 10% with a gap of no more than 2% between PP and non-PP children by end of the 2022-24 academic year</p> <p>Levels of persistent absence for Pupil Premium Children are not higher than those of Pupil Premium children nationally.</p>
3. PP children make good progress, Individuals and subject areas which require intervention are identified and targeted effectively.	<p>Progress of Pupil Premium children is good and the % of PP children achieving ARE in RWM (is in line with national levels by the end of 2023-4.</p> <p>The % of PP children achieving the higher standard in RWM is in line with national levels by 2023-4 and at least 20% in reading and writing.</p> <p>Pupil Premium children continue to make excellent progress in reading and reach 75% reach ARE by 2023-4. By 2024, end of Key Stage data shows no significant gap in reading between Pupil Premium children and their peers.</p>

	<p>The % of PP children achieving EXP+ in R/W/M years 1-6 is not below 75% and there is not a gap of more than 5% between PP and non-PP.</p> <p>The % of PP children achieving GDS in years 1-6 is not below 12% and there is not a gap of more than 5% between PP and non-PP.</p> <p>By 2024 PP achievement in the Year 1 phonics test matches or exceeds National level: 80% of disadvantaged children reach the ARE in reading and writing.</p> <p>By 2024 PP achievement in EYFS GLD will match National and the gap between PP and non-disadvantaged children is reduced.</p> <p>Children know more and remember more because of retention and recall approaches.</p> <p>Regular marking and feedback enable more children to reach ARE.</p> <p>TA interventions add value and the analysis of these shows that Pupil Premium children make progress in these.</p> <p>Analysis shows that PP children make accelerated progress after intervention.</p>
<p>4. Communication skills and the oracy framework are embedded across the school.</p> <p>Early language acquisition improves for all PP children.</p>	<p>Children are confident in articulating their learning.</p> <p>The oracy framework is evident in high quality teaching and learning.</p> <p>Language Interventions (i.e. speech link, show good progress for children who undertake these and Pupil Premium children.</p>
<p>5. Relationships with families are good and they have confidence in the school and the academic and wider support they provide.</p>	<p>Staff are knowledgeable about our PP families and key individuals have good working relationships with them.</p> <p>Families of all families including the most vulnerable and PP recipients PP actively engage in all areas of the school</p> <p>Analysis shows: a 20% increase in participation in clubs between September 2022 and September 2024; levels of engagement in; positive parent feedback and high attendance at engagement sessions.</p>
<p>6. New PP children to the school are quickly identified and their needs met</p>	<p>All in year admissions of PP children settle quickly.</p> <p>Rigorous assessments are in place to identify need and quickly targeted for intervention.</p> <p>The progress of PP children new to the school is in line with their peers by the end of 2024.</p>

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: £ [223k]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted professional development that leads to quality first teaching, assessment and curriculum and responds to the needs of pupils.</p> <p><u>High quality teaching of Phonics, including, but not limited to:</u> An embedded systematic synthetic phonics approach Targeted keep up and catch up sessions, including a SEND pathway</p> <p><u>High quality teaching of Reading, including, but not limited to:</u> Whole Class Reading approach Opportunities for reading comprehension strategies across the curriculum Purchase of high quality texts</p> <p><u>High quality teaching of Writing, including, but not limited to:</u> Embedding <i>The Write Stuff</i> writing approach Training on supporting early writers Specific training on supporting emergent writers Reviewing core texts and outcomes</p> <p><u>Embedding of recall and retention strategies, including, but not limited to:</u> Progressive / Cumulative Curriculum Rosenshine Principles are considered through planning and applied Knowledge Organisers to help children know and remember more</p>	<p>Research shows that high quality CPD enables pupils to make progress. 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> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, (Strong impact + 5 months) particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading allows children to access learning and achieve across the curriculum. "<i>On average, reading comprehension approaches deliver an additional six months' progress.</i>" Impact + 6 months</p> <p>Standard for teachers' professional development</p> <p>A trial of a new program has resulted in quality outcomes. We believe in applying the findings of the EEF in the following document. Improving Literacy KS1 Improving Literacy KS2</p> <p>We are committed to ensuring that our children know and remember more. We have delivered training around recall and retention and will continue to apply the principles. Our thinking has been guided by the following: Rosenshine Principles Education Inspection Framework</p>	<p>1, 3, 4.</p>
<p><u>Recruitment and Retention</u> Each employee to have a career pathway of professional development opportunities that focuses on quality first teaching ECTs have a bespoke programme which helps them to fully meet the Standard for teachers' professional development.</p>	<p>Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. Supporting resources:</p>	<p>1, 3, 4</p>

Bespoke induction package for all new staff including quality 'on the ground' support from senior leaders	The EEF's 'Effective Professional Development' guidance report offers support in designing and	
<u>Mentoring and Coaching</u> All staff have a coach and meet with them regularly ECTs will have both a mentor and induction Tutor Regular line management meetings and performance development reviews aligned to SDP priorities	The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. We see mentoring and coaching as a vital part of the induction process and beyond.	3
<u>Activity and resource that meet the specific needs of disadvantaged pupils with SEND</u> Specific approaches to support these pupils, including explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Pupil Passports to ensure bespoke support for SEND children, including those who receive the PP. In class and planning support from SENCOs Universal referral from embedded to ensure an accurate provision map for those with SEND.	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 EEF Teaching and Learning Toolkit	1,3,4

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

Budgeted cost: £ [52k]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Interventions to support language development, literacy, and numeracy, including, but not limited to:</u> Placement tests for new children Speech interventions via speech A leader appointed to promote and further embed the Inspire Oracy Framework across the school	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) (+ 6 months)	1, 3, 4 & 6.
<u>Interventions to support with reading:</u> 0.5 days reading / phonic support for Yr 1. Weekly targeted reading support including reading comprehension, led by 1 X TA per year group Year 2 and 6 booster sessions.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 4.

<p><u>One to One support, including, but not limited to:</u> Engaging with the National Tutoring Pro-gram, mentoring and school-led tutoring for pupils Programme of interventions in each Year Group to fill gaps identified through formative and summative assessment, including for the most able 50% of children in one to one / small group tuition are PP children.</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.</p> <p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p> <p>One to one tuition EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4.
<p>Targeted support and intervention for children on caseload who are PP and cross other barriers, including, but not limited to Assistant Psychologist support Nurture Groups Draw and Talk / Lego therapy interventions</p>	<p>Individualised instruction and support has a positive effect on learners.</p> <p>Personally tailored learning journeys and support is proven to be effective (EEF, Teaching and Learning toolkit, 2018)</p>	1, 3, 6.

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

Budgeted cost: £[180k]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance</u>- target PP children who are regular absentees and those who are at risk of becoming regular absentees. Approaches including, but not limited to:</p> <ul style="list-style-type: none"> • Clear and transparent policies • Positively re-integrating absentees • Breakfast clubs to promote positive routines • Attendance rewards and recognitions • Robust escalation procedures 	<p>Historical evidence within school shows that PP children who are targeted by imaginative and positive initiatives have increased their attendance.</p> <p>A rise in attendance enables pupils to thrive, build confidence and resilience.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance guidance, <i>including conveying clear messages about how absence affects attainment to parents and children.</i></p>	2
<p><u>New arrivals</u> - 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> <p>Assessments are in place to identify need Induction programme in place when for EAL/PP children Universal referral form embedded to ensure suitable provision for new starters.</p>	<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>(RSA between the cracks- exploring in year admissions for schools in England)</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</p>	6

	that are significant to them. These have to be addressed before the pupils can learn successfully.	
<u>Promoting the involvement of parents in supporting their children's academic learning</u> e.g. Targeted parental engagement sessions for PP families with a focus on how to support their children's academic (and emotional) development <u>Intensive programmes for families in crisis</u> e.g. liaising with other agencies; .Community Cupboard scheme	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). Parental engagement sessions have been increasingly well attended and with positive feedback	5

Total budgeted cost: £ [455k +10k contingency for needs that arise mid year]

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 Psychologists	EdPsychs https://www.edpsychs.com/

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.

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**.

Quality of Teaching for all

Where Pupil Premium funding was directed for example, in Year R, 85% of PP children achieved GLD; This is 12% above their non-disadvantaged peers. The trial and focus of The Write Stuff also resulted in significant impact in Year 1 writing - disadvantaged children achieved above their peers in this area. Children in Year One also benefited from the introduction of Little Wandle - 20% of PP children in this year group achieved greater depth in Reading.

In EYFS, quality first teaching and targeted speech and language interventions meant that the gap between Pupil Premium / non-Pupil Premium children that reduced in 2022-23 actually saw disadvantaged children outperform their peers in communication and language by between 10 and 15% in LAU and Sp. Writing was the clear focus last year - and again - successful deployment of PP funding meant that disadvantaged pupils outperformed their peers in this area.

Progress measures for disadvantaged pupils in Year 2 for reading and writing were positive (0.18 and 0.15 respectively).

Combined attainment for PP children in Years 3 and 4 is largely in line with peers. The gap was not closed however in Upper Key Stage 2 and the statistically significant gap between PP and non-PP children in Years 5 and 6 remains a clear target for 2023-24.

Targeted Support

Targeted interventions in Year 2 meant that progress measures for disadvantaged children were above those of their peers in core subject areas.

The male / female gap in phonics attainment was closed again as it was last year (87% female, 86% male) and overall attainment for all pupils represented more than a 10% increase from last year and attainment above national.

There 14% gap in attainment between disadvantaged and non-disadvantages groups which was the focus for 2022-2023 was reduced to 4%. In Year 2, children who had been in the school for at least a year, outperformed mid-phase entries by 30%, highlighting the mobility challenges within the school.

Wider Strategies

Our attendance figure (94.1%) was in line with national but our persistent absence figure - at 17.4% - was above the national average. However, we expect this to reduce to become in line with national this year. It currently stands at 12.6% and our number of persistently absent children and families is dropping: Year to 10.11.23 112 children and 98 families who are persistently absent compared to 137 children and 125 families who were persistently absent in the Year to 10.11.22.

Behaviour incidents have reduced significantly due to the work of the pastoral team and wider staff team.

Many PP families have accessed support from the school For example; accessing the *Community Cupboard* project which provides food when needed; or, receiving additional guidance from outside agencies that they have been signposted to. This has been done particularly swiftly when there are new arrivals in the school.

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 Psychologists	EdPsychs https://www.edpsychs.com/

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):