

# Pupil Premium Strategy Statement

Version 3 September 2021 to July 2024

This statement details our academy'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.

## Academy overview

Detail	Data
West St Leonards Primary Academy	
Number of pupils in the academy	383
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2024
Date this statement was published	31.12.23
Date on which it will be reviewed	10.07.24
Statement authorised by	Dominic O'Regan
Pupil premium leads	Vice Principal and Assistant Principals

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,000
Recovery premium funding allocation this academic year	£16,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£6,600
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision 'excellent learning and friendship', in collaboration with our school values, translates into a knowledge rich curriculum with the intent of closing the gap between the advantaged and disadvantaged. Our classrooms may be the only source of knowledge for the most vulnerable pupils and so we must guarantee knowledge through our ambitious curriculum whilst also supporting children with SEND in order to close the attainment gap.

## Challenges

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

Challenge number	Detail of challenge
1	Phonics
2	Early reading
3	Fluency in mathematics
4	Personal development

## 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 outcomes for pupil premium children in Phonics and Early reading, by providing small groups of up to 6 children and the most experienced staff to support lowest attainers to progress.	The progress and attainment of Disadvantaged pupils will be accelerated compared to their peers. This will be measured termly using the benchmark tool for daily supported reading and phonics tracker, Read Write Inc assessment.
Improved outcomes for pupil premium children in Phonics and Early reading, by providing small groups of up to 6 children and the most experienced staff to support lowest attainers to progress.	At KS1 an increased number of disadvantaged pupils will achieve the expected standard in reading and writing.
Improved outcomes for pupil premium children in Phonics and Early reading, by providing small groups of up to 6 children and the most experienced staff to support lowest attainers to progress.	At KS2 pupils will be in line with their peers. This will be measured using Star reader.

Fluency in mathematics will be taught discretely on a daily basis. Maths mastery scheme will be used for teaching children with access and scaffold in the classroom for high quality first teaching. Children who are identified as having individual needs in maths fluency will be taught using task managers to improve mastery of the skills.	The progress and attainment of disadvantaged pupils will be accelerated compared to their peers. This will be evaluated three times a year using fortnightly arithmetic assessments and standardised assessments.
All staff will have a depth of knowledge about the next steps for disadvantaged children and have high aspirations for their outcomes.	The progress and attainment of Disadvantaged pupils will be accelerated compared to their peers. This will be shown in data on school wide assessments, in exercise books and pupil progress meetings.
Pupil premium children will be offered enrichment activities such as P.E club, story telling club, arts and forest schools to promote personal development	Pupil premium children will show measurable progress in their personal development skills compared to their baseline assessment.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £ 82,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support great teaching of early reading and phonics with high aspirations including Daily Supported Reader, Read Write Inc.</i>	EEF- Reading comprehension strategies Very high impact for very low cost based on extensive evidence EEF- Phonics High impact for very low cost based on very extensive evidence	1 and 2
<i>Support great teaching in Mathematics Mastery with high aspirations</i>	EEF- Mastery learning High impact for very low cost based on limited evidence	3

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

Budgeted cost: £ 41,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and small group tuition using expert teaching</i>	EEF- One to one tuition High impact for moderate cost based on moderate evidence EEF- Small group tuition Moderate impact for low cost based on moderate evidence Total spend £26,145 (100%) 22/23 School Led Tutoring Fund £15,687 (60%), Pupil Premium budget £10,458 (40%)	1, 2, 3, 4

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

Budgeted cost: £41,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapeutic Support-keyworker</i>	EEF-Parental engagement Moderate impact for very low cost based on extensive evidence	4
<i>Therapeutic Support-Forest Schools and Woodland Play Education Mental Health Practitioner</i>	EEF- Social and emotional learning Moderate impact for very low cost based on very limited evidence	4

<i>Lego Therapy</i>	EEF- Social and emotional learning Moderate impact for very low cost based on very limited evidence	4
<i>Lunchtime nurture and social skills</i>	EEF- Behaviour interventions Moderate impact for low cost based on limited evidence EEF- Social and emotional learning Moderate impact for very low cost based on very limited evidence	1, 2 and 4
<i>Curricular activities Including trips and excursion to the theatre Intergenerational Opera Residential trips</i>	EEF- Arts participation Moderate impact for very low cost based on moderate evidence EEF-Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	1,2,3
<i>School Meals</i>	Wellbeing, behaviour, mental health and safeguarding.	1,2,3,4

**Total budgeted cost: £ 164,400**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

*December 2021:*

*Through the pandemic the academy supported all the children with a particular focus on disadvantaged students. Effective strategies included additional expert teaching in early reading, and phonics with targeted interventions for the most vulnerable 20% of pupils. Vulnerable children were invited into the academy and individualised resource packs to support learning at home. Forest schools for personal development was offered to years 2-6 on a weekly basis to support emotional wellbeing. Gardening, woodland play and PE sessions were offered at lunchtimes to support transition back to school and physical health.*

*December 2022:*

*The impact of these strategies is that in three year groups pupil premium pupils are now above their chronological age in reading and by the end of KS2, disadvantaged pupils writing was in line with all pupils.*

*December 2023:*

*RWI Y2 progress in Y1 57% of 7 PP pupils have moved up one or more groups since Sept. In Y2 of 17 PP pupils, 47% have moved up one or more groups. Attainment KS1 RWI in relation to age-related expectations - 57% of PP pupils are at Age-related or AR+ in Y1 and 75% PP at AR/AR+ in Y2. DSR progress - data 86% of PP have moved up 1 or more book bands in Y1 and 100% in Y2. DSR attainment – Y1 Non PP in relation to AR expectations 78%, PP 71%.*

*Funded places at after school clubs and residential trips enables PP pupils to benefit from the 'Stunning Starts' and 'Fantastic Finishes' which enrich the curriculum, providing a range of opportunities for them. This also impacts on the whole curriculum.*

*In Y2 PP pupils outperform non PP pupils in terms of attainment in RWI. In Y1 non PP 74%, PP 57% (of 6 PP children in a group of 45). Phonics screening check nat. was 79% (PP 72%) (non PP 88%) and WSL 84%. Although still a gap the gap is significantly less than last year. In Y2 the gap had decreased from the previous year and WSL scored above national (93%, Nat. 89%) Y2. · Reading end of KS2 – All 69% (Nat. 73%) (4 Facility children included in this data). PP reading 61% Non PP 72%. Gap decreased from the previous year. Last year -37% This year -11%. · Writing Nat. 71% WSL 72%. PP gap -16%, decreased from 25% previous year. · Maths KS2 Exp. All pupils 64% (+14% from previous year) PP 50% Non PP 70% gap -20%, +2% on last year. Nat. Combined = -20%.*

*PP funding has been used to create successful systems for raising PP progress and attainment, such as a full-time maths tutor and an advanced speech and language therapist.*