

# Pupil Premium Strategy Statement

V3 September 2024 to July 2027

This statement details our academy's use of pupil 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 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	410
Proportion (%) of pupil premium eligible pupils	30.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2027
Date this statement was published	30.9.24
Date on which it will be reviewed	12.07.27
Statement authorised by	Dominic O'Regan, Principal
Pupil premium leads	Vice Principal and Assistant Principals

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£168,500

# 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 using the weekly teacher assessment, benchmark tool twice per year for daily supported reading and using the termly phonics tracker (Read Write Inc assessment tool).
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.	An increased number of disadvantaged pupils passing the year 1 phonics screening check. At KS1 an increased number of disadvantaged pupils will achieve the expected standard in reading and writing.

<p>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.</p>	<p>At KS2 pupils will be in line with their peers. This will be measured using Star Reader and use of previous SATS papers in upper KS2 as a means to assess against the measures of statutory assessments.</p>
<p>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.</p>	<p>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 (Smartgrade)</p>
<p>All staff will have a depth of knowledge about the next steps for disadvantaged children and have high aspirations for their outcomes.</p>	<p>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.</p>
<p>Pupil Premium children will have an increased 'cultural capital' and enrichment experience that they would not receive outside of school.</p>	<p>Fully funded trips, workshops and residential.</p>
<p>Pupil Premium children will be prioritised in terms of pupil roles, particularly when it comes to prefects and school council.</p>	<p>The proportion of pupil premium children holding a pupil role will be higher than the percentage in the school. A pupil premium pupil voice will show their increased articulation and confidence in talking about their school experience.</p>
<p>Pupil premium children will be offered enrichment activities such as P.E club, access to the school choirs, the opportunity to perform at the White Rock theatre as part of the Hastings Musical Festival and forest schools to promote personal development. Pupil Premium children will have the priority when home laptop devices are allocated in KS2 to support learning and home, including SATS companion and Times Table Rockstars.</p>	<p>Pupil Premium children will show increased awareness of knowledge required to complete statutory assessments in Year 4 (MTC) and Year 6 (SATS)</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

Budgeted cost: £ 84,250

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: £ 42,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition using expert teaching e.g. advanced speech and language therapist</i>	EEF- One to one tutoring High impact for moderate cost based on moderate evidence EEF- Small group tutoring Moderate impact for low cost based on moderate evidence EEF-Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	1, 2, 3, 4

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

Budgeted cost: £42,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapeutic Support to enrich the support including curriculum Forest Schools and Woodland Play</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	4

	Moderate impact for very low cost based on very limited evidence	
<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 and residential visits</i>	EEF- Arts participation Moderate impact for very low cost based on moderate evidence	1,2,3,4
<i>School Meals</i>	Wellbeing, behaviour, mental health and safeguarding.	1,2,3,4
<i>Miscellaneous contingency</i>	Contingency fund to cover identified items as the occur	4

**Total budgeted cost: £ 168,500**

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

## Pupil premium strategy outcomes

### Teaching

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

*The teaching of early reading:*

*Good level of development in Reception was 33% pupil premium against 71% all WSLPA and 72% all national prior to the strategy implemented above. 2024 Reception outcomes showed an increase of pupil premium pupils attaining the Good level of development to 54% against 75% all WSLPA and 67% all nationally.*

*Y1 phonics: prior to the strategy, 33% of PP pupils achieved the phonics screen check (2019), this increased to 80% of PP pupils in 2024.*

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition using expert teaching	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%) School Led Tutoring Fund £15,687 (60%) Pupil Premium budget £10,458 (40%)	1, 2, 3, 4

*In year 6 reading SATs for the expected standard- the in school gap reduced from -37% in 2022 to -8% in 2024.*

Y6 Read SAT Expected	PP	Not PP	Gap
2022	44	81	-37
2023	61	72	-11
2024-fac	67	75	-8

*In year 6 mathematics SATs for the expected standard, PP pupils attaining this increased from 44% in 2022 to 60% in 2024. Tutoring occurring in Year 4 to Pupil Premium pupils ensured that the concrete multiplication knowledge required to complete the Year 4 MTC was taught according to pupil gaps. This resulted in the average of Pupil Premium pupils scoring full marks was significantly above national. Likewise, the mean average score for Pupil Premium was in line with the national for all pupils.*

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

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 Play therapist Education Mental Health Practitioner- trainee</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</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

*The impact so far has been improved ability to self regulate which has led to a school wide calmness. Pupil roles have led to the implementation of captains, prefects and over 100 children having a role which has led to greater in school cohesion. Daily work experience for the oldest pupils has strongly contributed to increased pupil self confidence and personal development which has been supported by careers week and careers fairs. Referrals for support has increased significantly for both SEND needs as well as safeguarding referrals linked to stronger identification and capacity within the senior team.*