

## 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 Melton Primary
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22 22/23 23/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	A Krabbendam
Pupil Premium Lead	A Krabbendam
Governor Lead	P Carney

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	7/12 from financial year 20/21 = £44,499 5/12 from financial year 21/22 = £27,589
Recovery premium funding allocation this academic year	£7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£80,063</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **What is our intent?**

To recognise our children in receipt of Pupil Premium and their families as individuals within a group whose only common thread may be their eligibility for Free School Meals (FSM). We therefore intend to use the resources available not only to identify any common barriers to achievement, but also to understand that the way in which disadvantage manifests itself for our children and families can be very different, therefore, one approach won't work for everyone.

### **What are the key principles of our strategy plan?**

1. To view disadvantage holistically, working with the family and the child as part of a graduated approach.
2. To use a balanced structure of teaching strategies, targeted academic support and wider strategies.
3. To apply activities and actions in a bespoke nature – one size does not fit all.
4. To understand that, although our ultimate objective, changes in progress and attainment are likely to be the last measure of our strategies success that can be evidenced.

### **What are our ultimate objectives for our disadvantaged pupils?**

1. To be engaged with and by school.
2. To be provided with the responsive pastoral support needed to tackle the environmental factors that could influence achievement.
3. To have levels of attendance that are in line with All Pupils.
4. To develop a broader range of vocabulary.
5. To have access to a wide range of enrichment experiences both in and out of school, which will positively influence their knowledge of the world.
6. To be in receipt of a consistently high standard of Quality First Teaching (QFT).
7. To make incremental gains in progress and attainment aimed at diminishing the gaps between them and their peers throughout their time at West Melton Primary School.

### **How does our current pupil premium strategy plan work towards achieving those objectives?**

1. The actions and intended outcomes mirror those within the School Improvement Plan to ensure high priority.
2. Costs relating to each action and strategy are clearly identified within the budget, ensuring on-going monitoring by leaders and those responsible for governance.
3. The appraisals for all staff include targets relating to the achievement of children identified as disadvantaged in order to ensure joint accountability.
4. Designated roles have been developed and defined to ensure operational delivery and strategic oversight.

## Challenges

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

Challenge number	Detail of challenge
1	The achievement of many of our Pupil Premium children has been adversely affected but sustained periods of inconsistent Quality first Teaching.
2	Environmental factors at home; parental emotional needs and mental health, finance, housing, community disputes, break down in parental relationships and substance misuse, often mean that stable conditions don't exist around the child.
3	Previously poor experiences of school have resulted in some parents being disaffected and lacking confidence to engage.
4	Because of challenges 1 and 2, historically, the attendance of our Pupil Premium children as a group is lower than that of the whole school.
5	Many of our Pupil Premium children have a limited vocabulary which impacts on their ability to understand what they have read and to assign meaning and context across the curriculum.
6	Many of our Pupil Premium children do not have rich and varied experiences, meaning knowledge of the world is limited.
7	Key people in school haven't known the children and families well enough to identify the key challenges and most effective strategies to begin to overcome these.

## 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. Our Adult & Child Support Worker (ACSW) will be able to offer support, guidance and signposting to aid families in managing and overcoming environmental factors, enhancing the stability of conditions surrounding the child.	<ul style="list-style-type: none"> <li>All families of children in receipt of PP have access to the ACSW.</li> <li>Where needed, Team Around the Family (TAF) meetings will be set up to engage support from other agencies.</li> <li>Greater levels of support will be managed at school-level and through Early Help, with fewer families meeting trigger points for CiN and CP.</li> <li>Identified children will be able to access 1:1 guidance and therapy sessions during times of instability at home.</li> </ul>
2. For families to have greater confidence in school and therefore increased engagement.	<ul style="list-style-type: none"> <li>Families will approach school before taking matters into their own hands.</li> </ul>

	<ul style="list-style-type: none"> <li>Families will use their weekly contact calls as a means of making school aware of issues before they escalate.</li> <li>Feedback from families will show increased confidence and trust in school.</li> <li>Levels of engagement in home/school activities (home learning, parent workshops, Parent/Teacher Meetings) will increase when compared to pre-COVID figures.</li> </ul>
3. To raise the attendance of those children identified as Pupil Premium.	<ul style="list-style-type: none"> <li>For attendance of our PP children to be no lower than the attendance for All pupils.</li> <li>For attendance to be 'good' compared to national attendance (96%).</li> <li>For the number of Pupil Premium children falling into the Persistent Absence category to be reduced when compared to 20/21.</li> <li>Adult &amp; Child Support Worker (ACSW) will promptly call families who have an absent child without reason.</li> <li>Children/families we know have historic attendance concerns will be closely monitoring by the ACSW and home visits with Early Help will be carried out for these children.</li> <li>Extremely poor attendance (below 90%) will be challenged in the form of a letter from the Head teacher and potential Fixed Penalty Notice (FPN) applied.</li> </ul>
4. To increase access to a broader range of vocabulary through explicit and implicit teaching approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	<ul style="list-style-type: none"> <li>Tier 2 vocabulary will be taught explicitly via the curriculum.</li> <li>Spoken language and verbal interaction will be a focus of the curriculum and targeted invention in EYFS.</li> <li>Increased vocabulary will act as a pre-cursor for improved comprehension.</li> </ul>
5. For Pupil Premium children to access the wide range of enrichment activities we have on offer.	<ul style="list-style-type: none"> <li>A greater number of Pupil Premium children will access the offer within the Developmentals element of our curriculum than the previous year (pre-COVID).</li> <li>A wide range of extra-curricular activities will be offered to tap into our children's passions.</li> <li>Pupil Premium children who chose not to join a club in the autumn term will be prioritised in the Spring and Summer terms.</li> <li>Discounts in line with our charging policy will continue to apply to Pupil Premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc.</li> </ul>
6. That all staff will have an increased awareness of those children eligible for Pupil	<ul style="list-style-type: none"> <li>Staff's remit relating to children identified as PP will be clearly defined and PP Core Team established; including SLT, Governance, teaching and pastoral membership.</li> </ul>

<p>Premium, key staff will be aware of their specific needs and the strategies that are in place through Pupil Premium and Recovery Premium funding.</p>	<ul style="list-style-type: none"> <li>• Individual child/family pastoral profiles will be created to capture changing needs and these will be discussed half-termly at Inclusion meetings between the Head, Adult &amp; Child Support Worker and Pupil Premium Link Governor.</li> <li>• An accurate and regularly updated list of those eligible for PP will be available to all staff.</li> <li>• To ensure a link between support and outcomes, class assessment and tracking systems will identify those eligible for PP.</li> </ul>
<p>7. To make incremental gains in progress and attainment aimed at diminishing the gaps between them and their peers throughout their time at West Melton Primary School.</p>	<ul style="list-style-type: none"> <li>• All children eligible for PP will be in receipt of a consistently high standard of Quality First Teaching (QFT).</li> <li>• By the end of current strategy period (September '24) the achievement of those eligible for PP will be comparable to that of All Pupils in at the end of KS2.</li> </ul>

## 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: £37,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase consistency in the impact of Quality first Teaching, including the contribution of LSAs by;</p> <ul style="list-style-type: none"> <li>• Seconding two Assistant Head teachers with teaching and leadership experience to strengthen the teaching profile of school.</li> <li>• Focusing teacher CPD on Rosenshine’s Principles and how these translate into our everyday practice; plan, teach, assess cycle.</li> <li>• New AHTs working as Phase Leaders to model/demonstrate best practice and lead coaching and mentoring through pedagogical pairs/triads.</li> <li>• Delivering a CPD package to support LSAs and the HLTA in their knowledge and capability to deliver any form of learning/intervention.</li> </ul> <p>Collectively this will, ensuring a direct correlation between the intended curriculum and the implemented curriculum to ensure that our all our children, but particularly the most vulnerable, acquire the knowledge set out within our recovery curriculum.</p>	<p><b>Rosalind Walker</b></p> <p>Use QFT as the first intervention. If a lesson isn’t bang on, some students will make up for that deficit, through prior knowledge, independent study, or some other means. <i>But some other students won’t.</i> Often the students who won’t, fall more than proportionately in one group, like boys, or disadvantaged, or whatever. We don’t go fiddling round with the delivery of our subject to make it somehow match the interests of a pupil premium child. We make sure that first, our teaching is of great quality. We explicitly teach the foundational knowledge needed in our subjects because if we don’t, <i>some groups will not be as well equipped to compensate.</i> We get our curriculum and our classroom culture right because if it’s wrong then that will disadvantage students who can’t patch up the holes themselves.</p> <p><b>Greg J Duncan and Katherine Magnuson</b></p> <p>A growing body of cognitive research uses sophisticated behavioral and neuroimaging measurements to demonstrate associations between family socioeconomic status (SES) and specific cognitive functions. Cognitive functions are top-down processes, initiated from the pre-frontal cortex of the brain, that are required for deliberate thought processes such as forming goals, planning ahead, carrying out a goal-directed plan, and performing effectively.</p> <p><b>Rebecca Allen</b></p> <p>Children’s home lives heavily influences attainment, but how we organise our schools and classrooms is an important moderator in how and why that influence emerges.</p> <p>By focusing on disadvantage in the classroom – that is, cognitive functions that place students at an educational disadvantage – we have the opportunity to better understand how our choice of instructional methods maximises the chances of success for those most at risk of falling behind.</p> <p>If we care about closing the attainment gap <i>and</i> we accept the relationship between socioeconomic status (SES) and cognitive function, then surely our first port of call should be to create classroom environments and instructional programmes that prioritise the needs of those who are most constrained by their cognitive function. In many respects, we are still working out what this means for the classroom, but</p>	<p>1</p>

	<p>I'm pretty sure that being <i>laissez-faire</i> about what students can choose to pay attention to in class is likely to widen the attainment gap.</p> <p><b>Kris Boulton</b></p> <p>'Ability' is something that determines a child's sensitivity to methods of instruction; so the question for us should be what classroom instructional approaches help those children most at risk of falling behind.</p> <p>Use instructional methods that give students in their class the best possible chances of success, given the variation in cognitive function they will possess.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children within EYFS access oral language intervention.	<p><b>EEF – Oral language interventions</b></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	1 & 5
Identified children within KS1 access targeted RWInc phonics intervention focused on Set 1 and Set 2 sounds.	<p><b>EEF – Teaching Assistant Interventions</b></p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	1 & 5
Identified children within KS2 access RWInc Fresh Start Fast Track Tutoring.	<p><b>EEF – Reading Comprehension Strategies</b></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1 & 5

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

Budgeted cost: £35,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Redefine the role of Safeguarding Lead to become Adult &amp; Child Support Worker (ACSW).</li> <li>• Contact all PP families, find out needs and circumstances and offers support.</li> <li>• Create a register of families and levelled/tiered support required.</li> <li>• PP families receive a weekly call from Adult &amp; Child Support Worker with offers of support including;               <ul style="list-style-type: none"> <li>- Home visits</li> <li>- Signposting for support</li> </ul> </li> </ul>	<p style="text-align: center;"><b>EEF toolkit – Parental Engagement</b></p> <p>Reviews of the evidence identify why families can be perceived as ‘hard to reach’ and what services can do to address this. Parents’ isolation from services may be involuntary (for example, owing to language differences, poor health, long or unsociable work hours, lack of money) or voluntary (for example, because engagement with services would be threatening or stigmatising). In an education context, parents’ own poor experience of school can contribute to a reticence to engage fully in children’s learning. Immediate barriers commonly relate to:</p> <ul style="list-style-type: none"> <li>• where and when support is delivered—if these conflict with work hours and childcare commitments, or where accessibility is an issue; and</li> <li>• how an offer is communicated—for example, by using inaccessible language or professional jargon, services being intimidating or insufficiently visible, and staff appearing uninterested.</li> </ul> <p>Responses to these barriers include:</p> <ul style="list-style-type: none"> <li>• flexible location and timing of services—including home visits and outreach services for families who lack transport or live in rural areas; and</li> <li>• making services welcoming and less intimidating—for instance, by employing staff who can relate to parents, and making repeated attempts, if needed, to engage the families concerned.</li> </ul> <p>Recruiting parents might involve using parent ambassadors, securing referrals from peers, advertising services in places frequented by families, and translating promotion materials into relevant languages. At the heart of all of these is building relationships of trust.</p> <p>More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties. More intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement.</p> <p>Some form of targeting is usually required to use resources effectively and to avoid widening gaps, so an analysis of needs is a logical starting point. It is also important that targeting is done sensitively to avoid stigmatising, blaming, or discouraging parents. One approach is to provide a universal offer, but give extra support and encouragement to those parents with greater needs so that they are more likely to take up the opportunity.</p> <p>Occasional, relationship-building home-visits may be helpful prior to inviting parents to get involved in school-based activities or courses, or at key transitions at school, but are unlikely to be intensive enough on their own to lead to changes in parents’ engagement with learning.</p>	<p>2, 3 &amp; 7</p>



<ul style="list-style-type: none"> <li>• Adult &amp; Child Support Worker phones families at 9am if pupil not in school and offers support.</li> <li>• Adult &amp; Child Support Worker and Head will pick up child from home if required.</li> <li>• Adult &amp; Child Support Worker closely monitors attendance, pupils below 96% are identified and protocols followed.</li> </ul>	<p><b>EEF toolkit – Parental Engagement</b></p> <p>Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential at secondary school.</p> <p>For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	<p>3, 4 &amp; 7</p>
<ul style="list-style-type: none"> <li>• Cultural capital experiences promoted in the curriculum.</li> <li>• Essential experiences built into Developmentals element of our curriculum model.</li> <li>• Reduction in cost of educational visits for PP.</li> <li>• Y6 residential cost is greatly reduced for PP.</li> <li>• Sports events promoted to PP and encouraged to attend.</li> </ul>	<p><b>EEF toolkit – Parental Engagement</b></p> <p>School communications are also important for raising interest and engagement in more structured activities or for providing practical ideas for learning at home.</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	<p>6</p>
<ul style="list-style-type: none"> <li>• Purchase and rollout of PATHS - whole school approach to Social and Emotional Learning (SEL).</li> <li>• Additional targeted play therapy support for those in receipt of PP+.</li> </ul>	<p><b>EEF – social and emotional learning (SEL)</b></p> <p>Overall, PATHS has a strong international evidence base, including over ten RCTs. PATHS improved some outcomes (social skills, perceptions of peer and social support, well-being, and reductions in exclusion), and represented value for money. There was evidence that higher quality delivery of the programme was associated with improved tests scores at Key Stage 2</p> <p>SEL improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	<p>2 &amp; 7</p>

**Total budgeted cost: £80,063**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, the following outlines the objectives and actions that were taken using the Pupil Premium funding during the academic year 2020/21.

**ELSA/Nurture TA to provide specific support in the afternoons with PP children with SEMH needs identified:** All PP and vulnerable children needing additional support to remove barriers to learning, to be assessed and referred for specific support from the learning mentor.

**Safeguarding & Attendance Lead appointed to address barriers to learning for PP, vulnerable children:** All PP and vulnerable children needing additional support to remove barriers to learning, to be assessed and referred for specific support from the learning mentor. To improve the attendance for pp and PA children.

**Additional pastoral and nurture provision x 0.5 days a week for identified pupil premium, vulnerable children:** All pupils identified to receive counselling and/or nurture support provision to address SEMH needs.

**CPD Mental Health Lead Award:** A more knowledgeable and skilled Mental health lead in order to improve strategies, methods and support approaches for the children with this need, in order to raise the progress and attainment of PP pupils.

**Learning Resources Class sets of quality texts:** To provide the children with opportunities to develop enjoyment, fluency and vocabulary knowledge in reading.

**Oxford Owl Reading:** To provide the children with opportunities to develop enjoyment, fluency and vocabulary knowledge of phonics and reading.

**Purple MASH IT programme:** To develop the skills and knowledge of pupils and staff in computing.

**New Science resources:** To develop and improve the children's knowledge and understanding of learning in science

**Spelling SHED online programme:** To develop and improve the children's knowledge and understanding of learning of spelling patterns to improve their writing.

**TT Rockstars online programme:** To develop and improve the children's knowledge, confidence and understanding of learning of the times tables and division facts.

**Speech and Language Therapist (1 day per week):** All FSM pupils receiving SALT support to make good progress with speech.

**LA Learning Support Service and Educational Psychology Service Level Agreement:** To assess referred pupils, support staff with strategies and relevant SEND training.

As the school is now under new leadership, it has been decided that 2020/21 signals the final year of the previous approaches. Unfortunately, due to an absence of intended outcomes within the previous Pupil Premium Plan format produced by the school, it wasn't possible to measure the success, only whether the actions were completed or not.