



Pupil Premium Strategy Statement

School overview

Metric	Data
School name	West End Primary School
Pupils in school	169
Proportion of disadvantaged pupils	60%
Pupil premium allocation this academic year	£126 585
Academic year or years covered by statement	2023-2024
Publish date	9/09/2023
Review date	September 2024
Statement authorised by	Sharon Cliff
Pupil premium lead	Sharon Cliff
Governor lead	Nicky Petre

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	103.8
Maths	102.6

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	
Reading	70%
Writing	60%
Maths	75%
Achieving high standard at KS2	
Reading	45%
Writing	15%
Maths	20%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Disadvantaged children who have fallen behind due to time missed in school or lack of consistent quality education at home.
Priority 2	To ensure the EYFS framework is designed to meet children's needs and disadvantaged children benefit from the individualised learning goals and this bridges into Y1.
Barriers to learning these priorities address	Improving attendance and readiness to learn The time needed to deliver interventions whilst still offering a broad and balanced curriculum. Parents not, being on board and doing any home learning. Parents not supporting children to stay behind for after school interventions.
Projected spending	£45,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Boys reading is below girls reading so a greater focus on this is needed. Look at the books in class to ensure they are engaging. Refresh the reading curriculum so there are more links with all areas of the curriculum.	July 24
Progress in Writing	Boys writing is below girls writing in most classes. Introduce a boys writing project across the year. Give boys a choice on what they will be writing about. Boys writing competition across school.	July 24
Progress in Mathematics	Maths is stronger across school than English but a greater focus on fluency and children being able to recall fact and be fluent in their times tables.	July 24
Phonics	Children who have got phonics gaps to complete intervention until all gaps are plugged with the intervention team.	July 24

	Phonics first in all classes and the bottom 20% to be listened to daily in school.	
Other	Improve attendance of disadvantaged pupils to the target of 97%	July 24

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Establish small group English and Maths interventions for non-SEND disadvantaged pupils falling behind ARE delivered by HLTAs.</p> <p>Take the children who are working at KS1 Level in KS2 in English and teach English in a small group with a teacher to enable children to make progress from their starting points.</p> <p>Start Tutoring and after school booster groups in W3 of the Autumn Term.</p>
Priority 2	<p>Ensure computer-based interventions are having an impact on disadvantaged children and they have adequate ICT equipment to complete extra work at home, the opportunity to loan equipment or the time to use school equipment outside of school hours.</p>
Barriers to learning these priorities address	<p>The time needed to deliver interventions whilst still offering a broad and balanced curriculum.</p> <p>Engagement of children and parents to allow some catch up time out of school hours</p> <p>Parents not supporting after school intervention so it doesn't disrupt their child's day.</p>
Projected spending	£47000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>That disadvantaged children can use a wide range of experiences to widen vocabulary and give them the inspiration to write. These experiences enrich a child's understanding of the world, their self-confidence and self-esteem and their vocabulary which impacts on reading and writing.</p>
Priority 2	<p>Allocated staff member who has a good relationship with parents to work together on persistent absence and punctuality with parents. Breakfast club to be offered free for targeted families.</p>

Barriers to learning these priorities address	Parents not engaging Experiences missed due to attendance or fear or trying something new.
Projected spending	£40,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff are trained and aware of all the different interventions and support available to help them.	Use inset day and staff meeting time to give staff time to investigate the resources on offer.
Targeted support	Ensuring the work being delivered is moving learning on and targeted to children's needs.	Suzanna Peart, Intervention Lead, to ensure interventions are moving learning on are catering for the children's needs. Ros Armer Assessment Lead to have discussions with each class and support where necessary.
Wider strategies	Engaging families in the learning and raise the importance of school and home working together.	Invite parents into class to work with their child. SAT meetings to take place in the first term for Y6 children to raise awareness with parents. Parents App with targets for each child. Termly mini report with targets.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	70% of disadvantaged children in Y6 achieved ARE and 45% achieved GD. The number of children achieving GD was above National Average and children achieving ARE was in line with National Average. This was higher than our non- disadvantaged children.
Progress in Writing	60% of disadvantaged children in Y6 achieved ARE and 15% GD. The number of children achieving GD was higher than our non-disadvantaged children.
Progress in Maths	75% of disadvantaged children achieved ARE and 20% GD. This was slightly below our non-disadvantaged children.

Phonics	71% of disadvantaged children in Y1 passed the phonics screening check and 75% of children in Y2 who didn't pass the year previous.
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