



West Dean CE Primary School Pupil premium strategy Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium funding (for the 2024 to 2025 academic year) 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 Dean CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Chris Williams, Headteacher
Pupil premium lead	Mr Chris Williams, Headteacher
Governor / Trustee lead	Mr Edward Younghusband

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13320.00
Recovery premium funding allocation this academic year	£2000
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	£15320.00

Part A: Pupil premium strategy plan

Statement of intent

Through our core Christian message of 'Love one another. As I have loved you, so must you love one another,' West Dean CE Primary School strives to ensure all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. All of our staff and governors accept responsibility for disadvantaged pupils and are fully committed to meeting their social, emotional and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with high-quality teaching being the most important factor in improving out-comes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils but has a particularly positive effect on children eligible for Pupil Premium.

We use Pupil Premium funding to focus on children's barriers to learning and to address their needs effectively. In a small school, our number of eligible pupils is small: with rarely more than 12 pupils. Whilst we have some generic provision available to all Pupil Premium eligible families, such as support with funding for trips and clubs etc., we take an individualised approach. We review the progress of this group of pupils as a whole and as individual pupils.

Our experience, analysis and research show that some of the barriers to learning are evident from YR whereas some become present later on in school. For some children, the majority of these barriers are not easily evident and we need to get to know children well to find out how we can impact positively on their learning and well-being. Additionally, other children benefit from our provision, such as with our focus on metacognition, where children develop effective learning behaviours, such as building resilience and the ability to work independently, creatively or collaboratively.

In response to findings, we have put a number of layers of provision in place, in addition to supporting financially with trips, increased Teaching Assistant & SEN support, Play Therapy, extra-curricular activities, and club attendance.

Challenges

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

Challenge number	Detail of challenge
1 Attitudes to learning	<i>Lower economic capital that is intrinsically linked to the level of pupils' cultural and social capital means disadvantaged pupils have differences in experiences compared to other pupils.</i> Some of our pupils, through their life experiences, have low aspirations for their future and demonstrate a lack of resilience as a learner. Some pupils lack metacognitive skills and the intrinsic motivation to learn and equip themselves with the necessary knowledge and skills for a successful future
2 Attainment Writing Numbers sense and fluency	There is a small group of pupils in receipt of PP not making expected progress in writing despite interventions. Some children lack confidence with calculation due to insecure number sense and fluency.
3 Pastoral & Mental Health	<i>Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation.</i> Some pupils' emotional well-being / social and behavioural needs are affecting their engagement and ability learn. For some of our disadvantaged families, there is lower parental engagement with the school and the pupils' learning needs. Observations and discussions indicate that some disadvantaged families have poorer mental health and wellbeing than the majority of their non-disadvantaged peers.
4 Attendance	Whilst whole school attendance data is very good, there is some disparity between persistent absence and general absence rates of disadvantaged and non-disadvantaged pupils.
5 SEND	Some of our disadvantaged pupils have identified multiple barriers to learning (SEND or pastoral concerns).
6 Oracy	For some of our disadvantaged pupils, oral language development is a barrier to their progress. Reduced access to rich language experiences also lead to fewer opportunities to develop oral language.

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
Reduce inequalities by improving pupils' cultural capital	Pupils' exposure to culture and situations which they might not have previous experiences is enhanced.

Ensure pupils are intrinsically motivated to learn and have developed the appropriate self-regulation and metacognitive skills to be an effective learner	Improved learning behaviours enable disadvantaged pupils to achieve at highly as their non-disadvantaged peers.
Improve outcomes for pupils in receipt of pupil premium in writing, reading and maths	Effective teacher modelling and high quality first teaching, leads to disadvantaged pupils making strong progress from their starting point. Attainment gap is in line with national.
Improve numbers sense and fluency	Disadvantaged pupils develop improved number and calculation skills measured through internal data analysis against prior attainment including, intervention and standardised maths age measured by assessment. Attainment gap is in line with national
Emotional and mental well-being needs of all disadvantaged pupils are met. Pupils are ready for learning.	Children's well-being needs are met and Learning support intervention evidence pupils make good progress in managing emotions and self-regulation. In lessons, pupils are engaged and able to learn.
Families have access to parenting support and are equipped to support learning at home through engaging with class teaching, tutoring and SEND teaching. Engagement with home learning is raised.	Parents are equipped to support pupils at home and have access to relevant resources for home learning.
Oral language development is not a barrier to the progress of any child. Rich language experiences help to develop oral language for all children.	Strong focus on providing children with rich language experiences. Priority placed on developing strong oral skills

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – additional training on provision for disadvantaged pupils for teachers and support staff – new staff upskilled in this area.	School-based evidence: Quality of teaching is one of the most important factors in improving outcomes. Teachers who feel well informed about are better equipped to deliver high quality first teaching.	1, 2
TA deployment and capacity (and its impact) will continue to be monitored and reviewed to align with the needs of disadvantaged children.	EEF: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. School-based evidence: helps pupils to keep up in school by working with class teachers to identify individual barriers and plan for how to break these down to enable pupils to make progress. EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	All (esp. 2, 5 & 6)

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

Budgeted cost: £4300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play 4 Growth Play therapist sessions 1:1 x 2 children - 1 x weekly session. There is potential for this provision to extend this coming year to meet emerging need.	Supporting pupils' social, emotional and behavioural needs. EEF Toolkit guidance: 1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	2 & 3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to our extra-curricular offer: clubs, swimming, trips & visits, residential. Financial support for uniform / school resources. Purchases of specific resources to enhance learning of identified individuals (e.g electronic dictionaries, quality personal interest texts.)	Building disadvantaged pupils' cultural capital (the essential knowledge that children need to prepare them for their future success) by offering a variety of trips, visitors and experiences across the school We have the capacity to support a number of disadvantaged families who struggle to afford the correct items needed for school.	1, 2, 3, 5 & 6
Maximise potential of Forest Schools and outdoor learning to support mental health and wellbeing.	Our own school experience of the impact of existing outdoor learning provision is that it has a very positive impact on children's (and adults') mental health and wellbeing and inspires a love for learning. Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time	1, 2 & 3 specifically (potentially all).

	• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	
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Total budgeted cost: £15320

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.

Action - Teaching	Impact
CPD – training on provision for disadvantaged pupils for teachers and support staff.	Local authority adaptation training accessed for all teaching staff. Evidence from Local authority progress review visits indicates very positive impact from this training on the learning experience for pupil groups, including disadvantaged in the classroom. Curriculum access for all has been maximised through skilful adaptation in the classroom. (See records of LA Progress reviews)
PP Plan and SDP action will include a review of TA deployment and its impact.	TA deployment reviewed, resulting in recruitment to build capacity. An additional TA has been employed to support meeting the social emotional needs of an identified disadvantaged child, resulting in very positive impact for this child. Extra capacity also enabled TA provision in every class in the school, which has been of tremendous advantage in supporting the needs and learning of disadvantaged.
Progress and attainment monitoring of disadvantaged pupils - SLT role with governor monitoring responsibility.	New assessment & tracking system is enabling close monitoring of all pupil groups.

	Attainment at end of Year 6 was good for most disadvantaged, progress was good for all. An effective governor monitoring cycle is in place, providing governors with a clear and current oversight of pupil progress and attainment.
Staff CPD on Metacognition & self-regulation to disseminate expertise of one class teacher (SJ) - raise profile of Metacognition across the school.	Training delivered to all staff through in-school INSET. The profile of identified school learning behaviours has been raised across the school. Children in all year groups have engaged in (age and stage appropriate) 'learning how to learn'. All children have a good understanding of their own learning behaviours and can identify the animal characters used to articulate and illustrate these traits. This has given the older children in particular a good understanding of how to improve self-efficacy.
Staff training and development of teacher modelling as part of the writing process.	All teaching staff have engaged in (in-house) training on 'writing opportunities across the curriculum' and how effective modelling fits into this. High quality example texts and teacher modelling is used to inspire children and ensure equity in access to this for disadvantaged children, where rich language opportunities may not be present outside of school. There is good evidence of the positive impact of this, both in the children's work and in their own ability to articulate their learning.
Effective deployment of staff, Teaching Assistants to support key children. Trained TA staff working on Speech and Language / dyslexia interventions based on identified needs.	SENCO has trained a teacher and TA staff to deliver specific interventions. TA capacity has been increased across the school, enabling the maintaining of in-class support, whilst interventions take place. In one specific case, the provision of an additional adult on a full time basis has had an extremely positive impact on behavioural needs, learning and progress.
Action – Targeted Academic Support	Impact
Play 4 Growth Play therapist sessions 1:1 x 2 children - 1 x weekly session.	Weekly play therapy sessions offered to three children in receipt of the pupil premium. This supported a variety of needs personal to these children including mental health, managing

	the impact of trauma, and supporting (the build-up) to secondary transition. Feedback from parents and children is very positive about the impact of this therapy.
To analyse summative assessment data and EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/2020/07/identify-the-children-who-require-catch-up-and-more-targeted-intervention/. 2, 4 7 identify the children who require catch up and more targeted intervention. Closely monitored by HT, Teachers and SENDCo at termly Pupil progress meetings. Regular monitoring of targeted interventions	SENCO & HT are able to closely monitor the effectiveness of interventions through pupil progress meetings and data analysis. SENCO has greater capacity (or has been able to develop greater capacity amongst TAs / support staff) to effectively support existing and emerging needs.
Action – Wider Strategies	Impact
Access to our extra-curricular offer: clubs, swimming, trips & visits, residential. Financial support for uniform / school resources. Purchases of specific resources to enhance learning of identified individuals (e.g electronic dictionaries, quality personal interest texts.)	No child misses out on opportunities or items required for learning on the basis of challenging financial circumstances. All children have access to a rich range of curriculum enhancing experiences and extra-curricular activity.
Maximise potential of Forest Schools and outdoor learning to support mental health and wellbeing. Incorporating 'The National Curriculum Outdoors' into a newly mapped West Dean Curriculum, ensuring that staff feel confident to deliver and provide access to outdoor learning opportunities for all.	Forest School is part of the curriculum in all year groups and is part of the school's onsite offer. This aspect of our provision not only develops specific bushcraft skills (tools, firelighting, cooking, shelter building etc), but also the children's understanding and appreciation of the natural environment and it's mental health benefits and opportunity for spirituality. Post COVID pandemic – these sessions have been invaluable, particularly for our younger children in addressing under developed interpersonal skills.
Home-School Link Work (HT) to support identified pupils and families and potentially offer Early Help support.	Home school links are strong for all, but particularly for identified children in receipt of PP. There has been some Early Help support, but more relevant support from other external agencies. PP funding enables the school to action bespoke support to meet specific family needs.