



West Dean CofE Primary School

Pupil premium strategy statement 2021-22

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 Dean CE Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	7.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mr Chris Williams, Headteacher
Pupil premium lead	Mr Chris Williams, Headteacher
Governor / Trustee lead	Mrs Wendy Goacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4035
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2500
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	£8535

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: between 2 and 8 pupils generally. 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 do review the progress of this group of pupils as a whole, but it makes more sense to consider individual pupils.

Our experience, analysis and research show that some of the barriers to learning are evident from YR whereas some become more of an issue 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	<p><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></p> <p>Some of our pupils, through their life experiences, have low aspirations for their future and demonstrate a lack of resilience as a learner.</p> <p>Some pupils lack metacognitive skills and the intrinsic motivation to learn and equip themselves with the necessary knowledge and skills for a successful future</p>
2 Attainment Writing Numbers sense and fluency	<p>There is a small group of pupils in receipt of PP not making expected progress in writing despite interventions.</p> <p>Some children lack confidence with calculation due to insecure number sense and fluency.</p>
3 Pastoral & Mental Health	<p><i>Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation.</i></p> <p>Some pupils' emotional well-being / social and behavioural needs are affecting their engagement and ability learn.</p> <p>For some of our disadvantaged families, there is lower parental engagement with the school and the pupils' learning needs.</p> <p>Observations and discussions indicate that some disadvantaged families have poorer mental health and wellbeing than the majority of their non-disadvantaged peers.</p>
4 Attendance	<p>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.</p>
5 SEND	<p>Many of our disadvantaged pupils who have identified multiple barriers to learning (SEND or pastoral concerns).</p>
6 Oracy	<p>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.</p>

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.

<p>Improve outcomes for pupils in receipt of pupil premium in writing</p>	<p>Effective teacher modelling and high quality teaching, leads to disadvantaged pupils making strong progress from their starting point.</p> <p>Attainment gap is in line with national.</p>
<p>Improve numbers sense and fluency</p>	<p>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 (such as NFER potentially).</p> <p>Attainment gap is in line with national</p>
<p>Emotional and mental well-being needs of all disadvantaged pupils are met. Pupils are ready for learning.</p>	<p>Children's well-being needs are met and Learning support intervention evidence pupils make good progress in managing emotions and self-regulation.</p> <p>In lessons, pupils are engaged and able to learn.</p>
<p>Families have access to parenting support and are equipped to support learning at home through engaging with class teaching, tutoring and SEND teaching.</p> <p>Engagement with home learning is raised.</p>	<p>Parents are equipped to support pupils at home and have access to relevant resources for home learning.</p>
<p>Disadvantaged pupils, including those with Sp & Language difficulties, make strong progress from their starting points.</p>	<p>Staff advised by SENCO (with a further plan for specific training) on SALT interventions.</p>
<p>Oral language development is not a barrier to the progress of any child. Rich language experiences help to develop oral language for all children.</p>	<p>Strong focus on providing children with rich language experiences. Priority placed on developing strong oral skills</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 (for example, CPD, recruitment and retention)

Budgeted cost: £2720

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – training on provision for disadvantaged pupils for teachers and support staff.	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
PP Plan and SDP action will include a review of TA deployment and its impact.	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.	All
Progress and attainment monitoring of disadvantaged pupils - SLT role with governor monitoring responsibility.	School-based evidence: Detailed analysis of data is important in identifying gaps early on and looking at ways to address these so that no child is left behind.	1, 2, 5 & 6
Staff CPD on Metacognition & self-regulation to disseminate expertise of one class teacher (SJ) - raise profile of Metacognition across the school.	See EEF research guidance report +7 months Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluation their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. We have identified that some of our PP children have poor self-regulation skills and lack the necessary skills to grow as independent learners	1 & 3
Work with Maths Hub to take part in 'Mastering	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published	2

Number Fluency programme’.	January 2020 2 4 6 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Internal research has identified that some of our pupils’ lack of fluency in their mathematics has slowed progress.	
Staff training and development of teacher modelling as part of the writing process.	We have identified that some of our disadvantaged children lack ideas and the language necessary to produce good quality writing. Through modelling, teachers can ensure pupils are exposed to rich vocabulary and quality writing. Whilst modelling, teachers ensure pupils hear their writers voice.	2

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

Budgeted cost: £2860

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Tuition Partners Maths focus years 4, 5 & 6. Experienced tutor - 70% NTP subsidy. 1:3 pupil to tutor ratio. 15 hours of tutoring, weekly sessions targeting approximately 12 pupils. £1,710	EEF (+4) Guidance: ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’ Small group tuition is defined as one teacher working with two to five pupils together in a group.	2
Effective deployment of staff, Teaching Assistants to support key children. Trained TA staff working on Speech and Language / dyslexia interventions based on identified needs.	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.	2, 5 & 6

<p>To analyse summative assessment data and EEF Toolkit guidance: https://educationendowmentfoundation.org 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</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.</p>	<p>2, 5 & 6</p>
--	---	---------------------

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

Budgeted cost: £2955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring – HT & SBM role</p>	<p>Newly identified given the disparity between disadvantaged/non-disadvantaged data on persistent absence and the need for the Lead on PP to also lead on this area to ensure continuity School-based evidence: close work with families in the past regarding attendance has resulted in improved attendance</p>	<p>4</p>
<p>Access to our extra-curricular offer: clubs, swimming, trips & visits, residential.</p> <p>Financial support for uniform / school resources.</p> <p>Purchases of specific resources to enhance learning of identified individuals (e.g electronic dictionaries, quality personal interest texts.)</p>	<p>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</p> <p>We have the capacity to support a number of disadvantaged families who struggle to afford the correct items needed for school.</p>	<p>1, 2, 3, 5 & 6</p>

<p>Maximise potential of Forest Schools and outdoor learning to support mental health and wellbeing.</p> <p>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.</p>	<p>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.</p> <p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>1, 2 & 3 specifically (potentially all).</p>
<p>Home-School Link Work (HT) to support identified pupils and families and potentially offer Early Help support.</p>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p> <p>Experience in school in the past has shown how improved parent support results in improved pupil engagement in lessons, improved confidence and love of learning.</p>	<p>All</p>

Total budgeted cost: £8535

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.

Please refer to the Pupil Premium Information Statement 2021 available on the Pupil Premium page of our school website

http://www.westdean.w-sussex.sch.uk/web/pupil_premium/285222