

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 Meadows Primary School
Number of pupils in school	230 (208 + 22 nursery)
Proportion (%) of pupil premium eligible pupils	37% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	February 2021
Statement authorised by	Melanie Priestley
Pupil premium lead	Rebecca Marsh
Governor / Trustee lead	Paul Sabin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 050.00
Recovery premium funding allocation this academic year	£9,517.50
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	£130, 567.50

Part A: Pupil premium strategy plan

Statement of intent

At West Meadows Primary School, we want all of our pupils to achieve and experience successes in all aspects of their life. Disadvantage is not a barrier to achievement and Pupil Premium funding is used to effectively diminish differences and accelerate progress to support high aspirations for all. Our aim is that there be no difference in the achievements, academic or otherwise, between any groups of our pupils and to do this, we aim to ensure that all of our pupils have access to high quality teaching of a progressively challenging, broad and balanced curriculum.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (Education Endowment Foundation).

The intention of our curriculum is to address those key aspects that our pupils need the most, no more so than our disadvantaged pupils:

- To develop language acquisition, understanding and use of vocabulary
- To provide our pupils with the highest aspirations and enable them to experience and be aware of a wide range of possibilities for their futures
- To develop and broaden children’s knowledge around diversity in order to champion a wide range of culture and ensures that our children benefit from a full range of spiritual, moral, social and cultural activities which enrich their lives.

We use a tiered approach to the planning and implementation of our Pupil Premium Strategy, considering how to improve quality first teaching in the classroom; specific or targeted strategies for cohorts, groups or individuals; and wider strategies. Our aim in doing so is to address the barriers to learning and progress that we identify for our disadvantaged pupils at West Meadows Primary, selecting a small and focused number of strategies that we identify will have the greatest impact upon our pupils.

We aim to ensure that our Pupil Premium Strategy underpins and enhances the school’s overall strategic aims and planning. We review and report termly to the Governing Body the use and impact of the Pupil Premium grant.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy upon entry to school and across Key Stage 1, particularly in phonics and early reading
2	Low levels of language and vocabulary upon entry to school
3	Gaps in learning as a result of long periods of missed learning (Covid-19 pandemic)
4	Limited life experiences and aspirations
5	Improve rates of attendance and punctuality to increase learning time

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
All pupils become fluent readers to enable them to access a broad and balanced curriculum	<ul style="list-style-type: none"> • % of pupils achieving the expected standard in phonics at the end of Year 1 is above national for PP • % of pupils achieving the expected standard in phonics at the end of Autumn term in phonics in Year 2 is at least 70% • % of pupils achieving the expected standard in phonics at the end of Year 2 is inline with national for PP
Pupils develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum	<ul style="list-style-type: none"> • Pupils use a range of higher level vocabulary across the curriculum • Pupils are able to articulate their views clearly during P4C sessions and across other areas of the curriculum • Writing assessments demonstrate that pupils use a varied range of ambitious vocabulary for their age range • Question level analysis of reading assessment papers demonstrate pupils increasing improvements in the understanding of vocabulary

<p>Pupils make rapid and sustained progress in reading, writing and maths</p>	<ul style="list-style-type: none"> • Each year group makes greater than expected progress as a cohort • Pupil Premium pupils as a 'cohort' make at least the same amount of progress as non pupil premium pupils • In End of Key Stage assessments, pupil premium pupils perform at least as well as pupil premium pupils nationally
<p>School achieves attendance target and there is a significant reduction in persistent absenteeism</p> <p>There is a significant reduction in amount of lost learning due to lateness</p>	<ul style="list-style-type: none"> • Pupil Premium pupils attendance as a 'cohort' is inline with that of non pupil premium pupils • The number of minutes late for pupil premium pupils is significantly reduced from September 2021 to July 2022 • The vast majority of pupil premium pupils have an attendance of over 96%
<p>Develop the cultural capital of disadvantaged pupils</p>	<ul style="list-style-type: none"> • Pupils have access to a range of arts and cultural opportunities across the year • There is increased participation from Pupil Premium pupils in a full range of after school clubs and sporting events offered • Pupil voice demonstrates increased confidence levels and high aspirations

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: £ 52,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Read, Write Inc:</p> <p>Training for all FS and KS1 staff to ensure fidelity to scheme</p>	<p>High impact for very low cost based on very extensive research – 5 months+</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading</p>	<p>1, 2, 3</p>

<p>Training for appropriate KS2 staff</p> <p>Additional members of staff in KS1 x 2 to ensure pupils can be taught in ability groupings matched to current need</p> <p>Purchase of home reading books</p> <p>Subscription to online resources and virtual classroom</p> <p>1 morning release for Early Reading Lead to coach individual staff, staff CPD/practice sessions and assessment to ensure highly skilled practitioners and fidelity to scheme</p> <p>Strategic leader days with English Hub</p> <p>Implementation of Power of Story</p> <p>Additional adult in F2 to enable ability phonics groups and a quick start to early reading</p>	<p>skills, particularly for children from disadvantaged backgrounds. (EEF)</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.(EEF)</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).(EEF)</p>	
<p>Pedagogical development – Assessment for learning:</p> <p>To develop teachers’ and teaching assistants’ pedagogy of a wide range of assessment for learning strategies and improve the quality and depth of learning to ensure that pupils constantly know more and can do more through high quality CPD</p> <p>Development of whole</p>	<p>Very high impact for very low cost based on extensive evidence – 6 months+</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF)</p> <p>Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. (EEF)</p>	<p>2, 3</p>

<p>class feedback and live marking</p> <p>Development of memory retrieval strategies and key concepts</p> <p>Purchase of research texts and tools to support with CPD</p> <p>External CPD for leaders and members of staff</p> <p>Release time for AHT to coach individual members of staff</p>	<p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. (EEF)</p>	
---	--	--

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

Budgeted cost: £36,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 2 focused and specific interventions</p> <p>Year 2 additional breakfast club learning due to vulnerability of this cohort</p>	<p>Teaching Assistant interventions – Moderate impact for moderate costs based on moderate evidence – 4 months+</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF)</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. (EEF)</p> <p>Moderate impact for low cost based on moderate evidence – 4 months+</p>	2, 3

	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Providing training to the staff that deliver small group support is likely to increase impact. (EEF)</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF)</p>	
<p>Additional one to one phonics teaching for the bottom 20% across F2 to Year 2</p>	<p>High impact for moderate costs based on moderate evidence – 5 months+</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (EEF)</p>	<p>1, 3</p>
<p>Targeted Year 6 support in order to close gaps created by periods of school closure</p> <p>Additional adult capacity in Year 3 (due to Y2 outcomes for disadvantaged) and 6 for focused interventions</p>	<p>Moderate impact for low cost based on moderate evidence – 4 months+</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Providing training to the staff that deliver small group support is likely to increase impact. (EEF)</p>	<p>3</p>

	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF)	
--	---	--

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

Budgeted cost: £40, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities for development of the arts and wider cultural experiences, including to raise aspirations by exposing pupils to increased experiences, opportunities and possibilities through:</p> <p>Development of the thread of possibilities across the curriculum</p> <p>Visits into school</p> <p>Visits out of school – with emphasis on opportunities to enhance key drivers of diversity and possibilities</p> <p>Art and Design Technology themed weeks</p> <p>Locality sporting events</p>	<p>Moderate impact for very low cost based on moderate evidence - 3 months+</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF)</p>	2, 4

<p>Themed days in school, e.g. careers day</p> <p>All pupils have opportunity to learn a musical instrument through Barnsley Music Services. Part funded music tuition</p> <p>PSA support for Parent Opportunities and adult education programmes</p>		
<p>Increase attendance and reduce lateness and persistent absenteeism through employment of Parent Support Advisor, including to:</p> <p>Track attendance Support for parents/families First day phone calls Panel meetings Home visits Close working with external agencies EHA lead</p>	<p>See 'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DfE)</p> <p>Improving school attendance: support for schools and local authorities Updated 27 September 2021</p>	5
<p>Increase confidence levels through:</p> <p>P4C participation</p> <p>Totally Runable Year 6 workshops and 6 week pupil course</p>	<p>Identified specific barrier for individual Pupil Premium Pupils at school</p> <p>Totally Runable Research – Gender Sports Gap</p> <p>Benchmarking Findings (Totally Runable)</p>	2, 4

Total budgeted cost: £ 130, 000

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.

Internal end of Year 6 assessment based on previous End of Key Stage 2 assessments:

Reading – 80% at expected standard and 37% achieving higher standard
Writing – 70% at expected standard and 27% achieving higher standard
Maths – 77% at expected standard and 10% achieving higher standard
Combined – 70% at expected standard and 7% achieving higher standard

A significant proportion of this cohort (53%) were disadvantaged. Of these pupils:

Reading – 75% at expected standard and 31% achieving higher standard
Writing – 69% at expected standard and 25% achieving higher standard
Maths – 69% at expected standard and 13% achieving higher standard
Combined – 69% at expected standard and 13% achieving higher standard

A significant proportion of Pupil Premium had low prior attainment based on their Year 2 outcomes: 60% in reading, 53% in writing and 53% in maths and made accelerated progress. 5 pupils made more than expected progress in reading; 4 in writing and 3 in maths.

Internal end of Year 2 assessment based on previous End of Key Stage 1 assessments:

Reading – 57% at expected standard and 25% achieving higher standard
Writing – 61% at expected standard and 7% achieving higher standard
Maths – 68% at expected standard and 7% achieving higher standard
Combined – 43% at expected standard and 4% achieving higher standard

A significant proportion of this cohort (43%) were disadvantaged. Of these pupils:

Reading – 67% at expected standard and 25% achieving higher standard
Writing – 50% at expected standard and 0% achieving higher standard
Maths – 58% at expected standard and 0% achieving higher standard

A smaller proportion of Pupil Premium pupils had low prior attainment based on their EYFS outcomes than at Year 6.: 19% in reading, 26% in writing and 11% in maths. The majority of pupils had mid prior attainment in all 3 subjects. 4 pupils made more than expected progress in reading; 0 in writing and 1 in maths, whereas 2 pupils made less than expected progress in reading; 1 in writing and 4 in maths.

The school made significant investment in books and resources to support Early Reading and worked successfully alongside the English Hub. The decision was made

in the summer term to change phonics scheme to Read, Write Inc to ensure fidelity to a validated scheme. The school achieved 80% in the Year 2 Autumn phonics screening check.

The school's attendance for 2020-21 96.51%. The PSA worked proactively to engage with parents and families to improve attendance. All year groups had opportunities to focus on pupil wellbeing throughout the year, in particular in September 2020 and March 2021 after periods of National lockdown. School excursions and residential opportunities were limited due to the pandemic, however 2 classes had the opportunity to learn a musical instrument through Barnsley Music Services.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write Inc Phonics	Read, Write Inc (Ruth Miskin)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use of P4C is established across school. Additional training will be provided this year for new members of staff through in-house CPD and Gold Award Application will be submitted (Barrier 2)

Oral Language interventions (Elklan and Nuffield Early Language Intervention) – both of these early language interventions to develop speaking and listening skills are established in their use in school and run at minimal cost (Barrier 2)