

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 | 223 (202 + 21 nursery) |
| Proportion (%) of pupil premium eligible pupils | 35% (78 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 2022 |
| Date on which it will be reviewed | February 2023 |
| Statement authorised by | Melanie Priestley |
| Pupil premium lead | Rebecca Marsh |
| Governor / Trustee lead | Lesley Kirk |

Funding overview

| Detail | Amount |
|---|--------------|
| Pupil premium funding allocation this academic year | £115, 000.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Recovery premium funding allocation this academic year | £12, 180.00 |
| 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 | £127,180.00 |

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) in particular in mathematics |
| 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 remains above national for PP and all pupils • The vast majority of Year 3 pupils (at least 90%) who did not pass the phonics screening check in Year 2 do so in Year 3 • % of pupils achieving the expected standard in phonics at the end of Year 2 is above national for PP and all pupils. The school sets the target for 100% of pupils to pass the phonics screening check by the end of year 2 and demonstrate that they are fluent readers using RWInc assessments. |
| 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 |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Question level analysis of reading assessment papers demonstrate pupils increasing improvements in the understanding of vocabulary |
| Pupils make rapid and sustained progress in maths | <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 • Year 6 and Year 2 outcomes in mathematics 2023 are in line with National for all pupils and PP |
| <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 school achieve at least 96% attendance as a whole in 2022-23 showing significant improvements from 2021-22 • 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% |
| Develop the cultural capital of disadvantaged pupils | <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, 100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Continued funding of Read, Write Inc (Second academic year):</p> <p>Training for all new FS staff, KS1 staff and KS2 staff to ensure fidelity to scheme</p> <p>Additional members of staff in FS and KS1 x 2 to ensure pupils can be taught in ability groupings matched to current need</p> <p>Purchase and replenishment of home reading books for RWInc</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>Implementation of Power of Story</p> <p>Additional adult in PM x 5 a week for one to one tuition</p> <p>Additional funding for reading texts in school and for home across all Key stages including replenishment of existing texts and purchase of new texts to ensure core reading offer is up to date and relevant</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 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>1, 2, 3</p> |

| | | |
|--|--|----------------|
| <p>Development of the teaching of high quality mathematics across school:</p> <p>CPD for teachers and HLTAs including using external sources, particularly WRM</p> <p>Maths leader release time to engage with Maths Hub to ensure latest training and developments</p> <p>Teaching assistant release time to undertake 'lite bite' training sessions with maths lead to improve subject knowledge and mathematical explanation</p> <p>Investment in maths resources to ensure high quality use of manipulatives</p> | <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. (Sutton Trust)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF)</p> | <p>3</p> |
| <p>Development of language and communication:</p> <p>Training for SENDCo and 4 teaching assistants for delivery of Language Link training programme (oral language intervention)</p> <p>Training for all teaching staff and HLTAs on the delivery of P4C to ensure consistency with new members of teaching staff</p> <p>External CPD for EYFS staff on the creation of a language rich environment and adult interaction within the setting</p> <p>Development of collaborative learning approaches for across curriculum, with primary focus on mathematics lessons</p> | <p>Very high impact for very low cost based on extensive evidence – 6 months+</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (EEF)</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. (EEF)</p> <p>High impact for very low cost based on limited evidence – 5 months+</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost- effective approach for raising attainment with carefully designed tasks to enable practice at working together. (EEF)</p> | <p>1, 2, 3</p> |

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

Budgeted cost: £33,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Year 3 focused and specific interventions</p> <p>Additional adult capacity in Year 3 (due to Y2 outcomes for disadvantaged)</p> <p>2 adults in class including for specific and targeted interventions with identified pupils for reading, writing (current 40% PP)</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> <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>1, 2, 3</p> |
| <p>Additional one to one phonics teaching for the bottom 20% across F2 to Year 3</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</p> | <p>1, 3</p> |

| | | |
|---|---|------|
| | <p>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>Targeted Year 6 support</p> <p>Targeted support in order to close gaps created by periods of school closure. Targeted mathematics support for developing fluency, number sense and application into problems through 'breakfast' club sessions to targeted pupils and 15 min focused maths intervention daily to targeted low attaining group (30% PP)</p> <p>Targeted reading intervention group daily to develop fluency in reading</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>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> | 1, 3 |
| <p>One to one tuition</p> <p>FFT Lightning Squad tutoring to improve reading fluency– part funded by school for targeted pupils in Year 2 and Year 3</p> | <p>High impact for moderate cost based on moderate evidence</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.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> | 1 |

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

Budgeted cost: £39,180

| 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 and to develop wider appreciation of arts. Development of cultural capital</p> <p>Full funding of trips to places of worship and Crucial Crew</p> <p>Themed days in school, e.g. careers fair</p> <p>Outdoor learning funded x 1 afternoon per week for academic year</p> <p>All pupils have opportunity to learn a musical instrument through Barnsley Music Services. Part funded music tuition for PP.</p> <p>PSA support for Parent Opportunities and adult education programmes</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> | <p>2, 4</p> |
| <p>Increase attendance and reduce lateness and persistent absenteeism through employment of Parent Support Advisor, including to:</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</p> | <p>5</p> |

| | | |
|---|----------------------------------|--|
| <p>Launch of new reward scheme for 20 day attendance to capture more pupils</p> <p>Track attendance</p> <p>Support for parents/families</p> <p>First day phone calls</p> <p>Panel meetings</p> <p>Home visits</p> <p>Close working with external agencies</p> <p>EHA lead</p> | <p>Updated 27 September 2021</p> | |
|---|----------------------------------|--|

Total budgeted cost: £ 124,780 (*-£2400 additional monies to be spent or carried forward*)

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 2021 to 2022 academic year.

All pupils become fluent readers to enable them to access a broad and balanced curriculum:

90% of Year 1 pupils passed the phonics screening check in Summer 2022 compared with 80% in 2019 (last national assessment period). 91.7% of pupil premium pupils passed the check compared with 88.9% of non pupil premium; with pupil premium outperforming non. 76% of pupils passed by the end of Year 2. This exceeded the target of 70% but is below National and an area for focus in Year 3 in 2022-23.

83% of F2 pupils were on track based on RWInc assessments at the end of Foundation stage and 83% were also at the expected standard for Word Reading in the End of Year profile. Year 2 (2021-22) were a vulnerable cohort with 50% Pupil Premium and 1 LAC pupil. 44.8% of pupils met the expected standard at the end of Key Stage 1 in reading, with 40% of PP meeting the expected standard compared with 50% of non PP. The key identified issue were fluency, word meaning and information retrieval.

In Year 6, 73.3% achieved the expected standard (broadly I line with National at 74%) with an average scaled score of 102.6 (compared with an average of 105 Nationally). There was a significant difference between attainment of pupil premium and non, with 64.3% of PP meeting the expected standard compared with 81.3% of non PP.

Reading speed and fluency remain a key issue across school and will remain an area of focus for Pupil Premium spend in 2022-23.

Pupils develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum:

The school achieved the P4C Gold award in 2021-22 and this continues to be a powerful vehicle for the delivery of communication and language development, alongside specific programmes in the Early Years Foundation Stage (Launchpad to Literacy, Elklan) and specific Speech and Language Programmes for pupils with individual needs. There is also a focus on developing understanding of a range of vocabulary and glossary use across the curriculum. In the Early Years Foundation Stage, 82.8% of pupils met the expected standard in Listening, Attention and Understanding and 79.3% met the expected standard in Speaking. There was, however, a gap between the performance of PP and Non PP, with 60% of PP meeting the expected standard in speaking compared with 83.3% of non PP. Baseline data indicates that pupils continue to enter school with levels of communication and language significantly below and this remains a key area of focus and development on both the school strategic plan and for Pupil Premium spend.

Pupils make rapid and sustained progress in reading, writing and maths:

In Year 6 - 73.3% of pupils met the expected standard in reading (National 74%); 70% met the expected standard in writing (National 69%) and 46.7% met the expected standard in maths (National 71%). 43.3% met the expected standard in Reading, Writing and Maths combined compared with 59% Nationally.

In maths, there was a significant difference between the performance of pupil premium and non pupil premium, with 35.7% of pupil premium meeting the expected standard compared with 56.3% of non pupil premium. There was a similar difference in reading, with 64.3% of pupil

premium meeting the expected standard compared with 81.3% non pupil premium whereas in writing pupil premium pupils outperformed non pupil premium, with 71.4%

In Year 2 – 44.8% met the expected standard in reading, 27.6% met the expected standard in writing and 51.7% met the expected standard in maths. 24.1% met the expected standard in Reading, Writing and Maths combined.

In Year 2, 53.3% of pupil premium pupils met the expected standard in maths compared with 50% of non pupil premium. In writing, 26.7% of pupil premium pupils met the expected standard compared with 28.6% of non pupil premium. In maths and writing, there was no significant difference in the performance of pupil premium and non pupil premium, although the percentage of pupils in the cohort at the expected standard was significantly lower than national. However, only 40% of pupil premium pupils met the expected standard in reading, compared with 50% of non pupil premium.

The school identified issues in the teaching of mathematics which was a key area of focus for the strategic improvement plan in 2021-22 and remains so in 2022-23. Outcomes for Year 6 maths are reflected in current internal cohorts of pupils particularly across current Key Stage 2 classes. Pupils have key gaps in basic fluency knowledge and number sense, with a particular gap in pupils knowledge and understanding of fractions, decimals and percentages.

School achieves attendance target and there is a significant reduction in persistent absenteeism. There is a significant reduction in amount of lost learning due to lateness:

Attendance for the academic year 2021-22 including nursery was 92.4% and 92.9% excluding nursery. This was broadly in line with FFT Primary National average for the period of 1st September to 22nd July at 92.8%. However, the school attendance figure was significantly below 2020-21 academic year (96.7% excluding nursery) and significantly below the school attendance target of 97%. The school must focus in 2022-23 on increasing attendance of all groups of pupils, including pupil premium and maximising learning time and punctuality of a core group of pupils/families through continued work of the Parent Support Advisor, proactive attendance meetings and the launch of new attendance rewards and incentives for both children and families.

Develop the cultural capital of disadvantaged pupils:

Pupil Premium funded or part funded a range of trips and visits into school which enabled all pupils to access these. These included:

- A Year 5 and 6 trip to the Palace Theatre Manchester accessed by 62 pupils to enable pupils to experience a West End production of live theatre.
- A Year 4 fully funded trip to a Hindu Temple and Sikh Gudwara attended by all pupils to provide diverse range of experiences of other religions and cultures.
- Class trips in all year groups to enrich curriculum experiences, for example Science learning in Years 3 and 4 through Magna; science learning in Years 1 and 2 through Yorkshire Wildlife Park.
- Visits in fully funded including Divali dance workshop to extend learning in Religious Education and provide diverse range of experiences of other religions and cultures.
- Fully funded outdoor learning experiences with focus on development of team building, communication and resilience through Scott Palmer.
- Fully funded musical provision for two year groups to learn an instrument with Barnsley Music Services (Years 2 and 5).
- 35 pupils undertook one to one or small group music tuition in 2021-22. Of these 13 were part funded through pupil premium and 3 LAC pupils fully funded.

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) |
| Resilience, Team Building and Problem Solving | Scotty's Heroes |

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 (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)