

Pupil premium strategy statement – West Meadows Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214 (198 + 16 nursery)
Proportion (%) of pupil premium eligible pupils	37.4% (80 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2024 – July 2027
Date this statement was published	September 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Steve Honeyman (Executive Headteacher)
Pupil premium lead	Rebecca Marsh (Headteacher)
Governor / Trustee lead	Daniel Wood (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£-
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£121, 360

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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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 ensure 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 language and oracy skills upon entry to school, which is impacting upon outcomes in both reading and writing. Assessment and observations identify that this is more prevalent for our disadvantaged pupils than non disadvantaged pupils, in particular a vocabulary gap and the understanding of new vocabulary, limiting communication and on impacting attainment in literacy across school.
2	Low levels of attainment in mathematics, particular in Key Stage 2 including as a result of gaps in learning as a result of the pandemic and poor attendance levels.
3	Low levels of literacy skills in both reading and writing, in particular reading fluency. Data evidences that there is a significant gap between attainment in PSC and attainment at the expected standard in reading and writing at the end of KS1. This gap is more significant for disadvantaged pupils.
4	Pupils have more limited life experiences and opportunities which impact upon aspirations, self esteem and expectations. Clubs and trips data evidences a gap in engagement between our disadvantaged pupils and non disadvantaged pupils. Observations and pupil voice evidence that pupils' limited experiences impact upon their knowledge and understanding in a range of academic subjects, including their comprehension in reading.
5	Low levels of attendance and high levels of persistent absenteeism compared with National.

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
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"> Wellcomm Assssments evidence a clear improvement in pupils language development through increased assessment scores. By the end of F2, the percentage of pupils achieving expected in Listening, Attention and Understanding and Speaking is inline with National and the gap in attainment in these prime areas

	<p>narrows between disadvantaged and non disadvantaged</p> <ul style="list-style-type: none"> • Disadvantaged pupils demonstrate using at least 200 new tier 2 words each term correctly with context, as evidenced through classroom assessments and observations. • Disadvantaged pupils demonstrate the accurate use of a range of tier 3 words correctly in specific areas of 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 apply 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 maths</p>	<ul style="list-style-type: none"> • In End of Key Stage assessment in maths for EYFS, KS1 and KS2, attainment at the expected standard for all pupils and disadvantaged is at least in line with National • In End of Key Stage assessments in maths (EYFS, KS1 and KS2), pupil premium pupils perform at least as well as pupil premium pupils nationally and the school's attainment gap between disadvantaged and non is narrowed • Internal data evidences that the vast majority of pupils are on track to meet their FFT target set in maths
<p>All pupils become fluent readers to enable them to access a broad and balanced curriculum</p>	<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 • Disadvantaged pupils attainment in Phonics Screening Check is inline with their non disadvantaged peers • % of pupils achieving the expected standard in phonics screening check 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

	<p>they are fluent readers using RWInc assessments.</p> <ul style="list-style-type: none"> • Any Key Stage 2 pupils who are not fluent readers remain on the Systematic Synthetic Phonics programme and receive additional catch up support to enable them to move off the programme at the earliest possible point. • % of pupils achieving the expected standard at the end of KS1 is significantly closer to the % of pupils meeting the expected standard of the PSC at the end of Year 1 • % of pupils across KS2 who can read at a speed of 120+ Words Per Minute (WPM) increases to at least 75% in each cohort and the fluency gap between disadvantaged pupils and non decreases. • % of pupils achieving the expected standard in reading at KS2 is at least in line with National at the expected standard for both all pupils and disadvantaged • % of pupils achieving Greater Depth in reading at KS2 increases from 2023-24
<p>Pupils make rapid and sustained progress in writing</p>	<ul style="list-style-type: none"> • In End of Key Stage assessment in writing for EYFS, KS1 and KS2, attainment at the expected standard for all pupils and disadvantaged is at least in line with National • In End of Key Stage assessments in writing (EYFS, KS1 and KS2), pupil premium pupils perform at least as well as pupil premium pupils nationally and the school's attainment gap between disadvantaged and non is narrowed • Internal data evidences that the vast majority of pupils are on track to meet their FFT target set in writing
<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 and shows significant improvements from the previous academic year • The number of minutes late for pupil premium pupils is significantly

	<p>reduced from September 2023 to July 2024</p> <ul style="list-style-type: none"> 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: £ 45, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Make rapid and sustained progress in reading in order to improve attainment outcomes through:</p> <p>Implementation of HCAT Reading curriculum across school. Investment in CPD to ensure a consistent and effective approach to the delivery of reading is embedded across school.</p> <p>Release time for English lead to attend LA Reading Fluency training and implementation of strategies across school</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>	3

<p>Investment in CPD to develop reading fluency, reading speed and prosody, with a focus on ensuring a successful transition from the synthetic phonics programme (RWInc) to reading for fluency and comprehension, including release time for the Year 2 teacher to work with other teachers and leaders across HCAT</p> <p>Release time for reading lead to enable coaching support and rigorous monitoring of curriculum implementation and quality of teaching.</p> <p>Purchase of Testbase for use of reading assessments, resourcing of reading intervention and fluency groups and to resource exit tickets in reading lessons. Investment in and implementation of RWInc Talk Through Story Sessions, including CPD for key staff members in EYFS and KS1 through online portal subscription</p> <p>Purchase and replenishment of further reading books for RWInc including non fiction series and Key Stage 2 books to enhance reading spine to ensure all pupils have access to a wide range of books at appropriate level for use in school and at home</p>		
<p>Make rapid and sustained progress in maths in order to improve attainment outcomes through:</p> <p>Implementation of HCAT Maths curriculum and pedagogical approach to the teaching of mathematics across school. Investment in CPD to ensure a consistent and effective approach to the delivery of mathematics is embedded across school including the teaching of cognitive and metacognitive strategies. Release time for maths lead to</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. Ensuring every teacher is supported in delivering</p>	2

<p>enable coaching support and rigorous monitoring of curriculum implementation and quality of teaching.</p> <p>Implementation of Mastery in Number in EYFS and KS1 including investment in CPD and release time for staff training.</p> <p>Maths leader release time to engage with HCAT maths training and Mastery Maths programme to ensure up to date with all training and developments to best support development of high quality Wave One teaching.</p> <p>Teaching assistant release time to under-take 'lite bite' training sessions with maths lead to improve subject knowledge, modelling and mathematical explanation</p> <p>Funding of full access to TTRock Stars Platform to support learning of multiplication facts including for home learning.</p> <p>Implement use of TTRock Stars Soundcheck weekly across KS2 to enable close tracking of pupil progress in MTC.</p> <p>Internal and external training to develop classroom practice on the teaching of problem solving and reasoning</p> <p>Release of Year 5 class teacher to undertake NPQLPM to ensure succession planning in leadership of mathematics</p> <p>Purchase of Testbase for use of maths assessments and arithmetic test.</p>	<p>high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. (EEF)</p> <p>A well-structured curriculum ensures that all pupils receive a coherent and consistent approach to mathematics instruction. Research shows that a cohesive curriculum can lead to improved pupil outcomes (Ofsted, 2021).</p> <p>Allowing the maths lead to engage in coaching and rigorous monitoring of curriculum implementation supports continuous improvement in teaching quality. Research indicates that effective leadership in mathematics is linked to improved pupil outcomes (Ofsted, 2021).</p>	
<p>Make rapid and sustained progress in writing in order to</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</p>	<p>1, 3</p>

<p>improve attainment outcomes through:</p> <p>Implementation of HCAT Writing curriculum across school. Investment in CPD to ensure a consistent and effective approach to the delivery of writing is embedded across school.</p> <p>Release time for English lead to enable coaching support and rigorous monitoring of curriculum implementation and quality of teaching.</p> <p>Release time for each teacher to participate in HCAT networking days and writing CPD</p> <p>Implementation of new spelling scheme across KS1 and KS2 (Spelling Shed)</p> <p>Purchase of Testbase to enable GPS questions to be used as exit tickets at end of English lessons</p>	<p>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. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)</p> <p>Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied. (EEF evidence on importance of transcription focus in KS1)</p> <p>Ofsted research review for English identified the following as key aspects to a successful writing curriculum as well as identifying the importance of spoken language and reading for raising attainment in writing:</p> <ul style="list-style-type: none"> • Pupils' accuracy and automaticity in transcription are developed early on and secured by lower key stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision. • Pupils write frequently, for a range of audiences and purposes (once they have sufficient accuracy and automaticity in transcription). 	
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	<ul style="list-style-type: none"> Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair. Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing. (Ofsted, July 2022) 	
<p>Pupils develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum:</p> <p>Investment in external CPD training ‘Accomplish Early Years Programme, including Language Development’ and release of F2 teacher to attend for development of early language strategies and language development within continuous provision</p> <p>Resource investment to support delivery of Language Development Programme across school</p> <p>Continued development of P4C, including investment in training for English lead to disseminate to all staff</p> <p>Release time for English lead to develop P4C curriculum plan across school</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>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. (EEF)</p>	<p>1, 3</p>

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

Budgeted cost: £ 33, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 1, Year 5 and Year 6 focused and specific interventions:</p> <p>Additional TA support in Year 1 classroom each morning to focus on specific intervention and target groups of pupils in core subjects due to lower attainment at EYFS / GLD and high proportion of PP pupils in cohort (42.9%)</p> <p>Full time TA support (additional 0.5) in Year 5 classroom due to low prior attainment at end of KS1 (24.1% RWM combined) and high proportion of PP pupils in cohort (55.6%) providing targeted interventions in afternoons for reading, writing and maths.</p> <p>Full time TA support (additional 0.5) in Year 6 classroom due to high proportion of PP pupils in cohort (50%) providing targeted interventions in afternoons for reading, writing and maths.</p> <p>Additional capacity for booster sessions for targeted Year 6 pupils.</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>1, 2, 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)	
<p>Reading intervention and targeted support:</p> <p>Release of teaching assistants and phonics lead for RWInc training days and coaching sessions</p> <p>Targeted phonics Read, Write Inc 'catch up and keep up' sessions (one to one tutoring) with identified pupils in all year groups from F2 to Year 4.</p> <p>Release of teaching assistants for Fresh Start training programme</p> <p>Targeted phonics Fresh Start intervention for identified pupils in Years 5 and 6</p> <p>Release time of phonics leader to enable half termly assessments, weekly monitoring and coaching and creation of 'Whatever It Takes' one to one tuition plans.</p> <p>Targeted intervention groups in Key Stage 2 to improve reading fluency, speed and prosody, including introduction of half termly assessment and tracking to closely monitor pupil progress and identify pupils for additional intervention programmes</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>"Leaders should invest in a strong team, committed to making sure these pupils catch up. Ideally, they should be school staff or long-stay tutors, rather than external teachers or tutors who might stay only a short time. They should be trained, supported and coached." (DfE Reading Framework)</p> <p>"School leaders and special educational needs coordinators in primary and secondary schools must take responsibility for ensuring all these pupils make rapid progress." (DfE Reading Framework)</p> <p>"The guidance on leadership and management (Section 12) highlights the roles of school leaders in successfully implementing a programme of systematic phonics, and training and supporting their staff to teach reading as effectively as possible." (DfE Reading Framework)</p>	3

<p>Mathematics intervention and targeted support:</p> <p>Targeted intervention for mathematics to develop fluency and automaticity, including focused work on multiplication fact recall.</p> <p>Implementation of precision teaching for mathematics. Training for teachers and support staff on the use of precision teaching.</p> <p>Release time for maths lead and SLT to monitor quality and effectiveness of teaching of basic number facts and multiplication / division facts and track pupil progress.</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>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>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Increase attendance and reduce lateness and persistent absenteeism through employment of Parent Support Advisor, including through:</p> <p>Purchase of EWO services for 0.5 days per fortnight</p> <p>Employment of PSA to carry out role of Attendance Officer</p> <p>Investment in training for PSA for improving attendance</p> <p>Implementation of Absence Prevention Plans</p> <p>Rigorous application of school attendance policy and procedures including:</p> <p>Close tracking of attendance and identification of patterns including monthly attendance review meetings</p> <p>Support for parents/families</p> <p>First day phone calls</p> <p>Home visits</p> <p>Panel meetings</p> <p>Close working with external agencies</p> <p>EHA lead</p> <p>Issuing of Penalty Notices</p>	<p>See 'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DfE)</p> <p>Working Together to Improve School Attendance (Updated August 2024)</p> <p>Supporting school attendance: Build, communicate, and deliver an attendance strategy. (EEF)</p> <p>Research indicates that parental involvement is a significant predictor of student success. PSAs can bridge the gap between home and school, fostering communication and engagement, which is crucial for improving attendance (Epstein, J. L. & Sheldon, S. B., 2002).</p> <p>Educational Welfare Officers (EWOs) bring specialised knowledge in tackling attendance issues. Their involvement can lead to more effective strategies and interventions for families struggling with attendance (DfE, 2023).</p> <p>EHAs provide a framework for early intervention, allowing schools to identify and address issues before they lead to persistent absenteeism. Research supports the effectiveness of early intervention in improving attendance (DfE, 2023).</p>	<p>5</p>
<p>Opportunities for development of the arts and wider cultural experiences, including to raise aspirations by exposing pupils to</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</p>	<p>4</p>

<p>increased experiences, opportunities and possibilities through:</p> <p>Creation of a West Meadows Core Offer for all pupils to identify enrichment opportunities, trips and visits to support the delivery and enhancement of a broad and balanced curriculum</p> <p>Part funding for class visits/tips to ensure all classes participate in at least one visit out and one visit in each academic year.</p> <p>Sponsorship of the Arts Award programme and funding of Drama Festival participation</p> <p>Student leadership training programme for Anti-bullying ambassadors and Well-being ambassadors</p> <p>Full funding of trips to places of worship and visits into school of leaders of World Religions</p> <p>All pupils have opportunity to learn a musical instrument through Barnsley Music Services. Part funded music tuition and instrument hire for PP.</p> <p>PSA support for Parent Opportunities and adult education programmes. Develop programme of support for parents including academic</p>	<p>learning appears to be positive but moderate, about an additional three months progress.</p> <p>Learning a musical instrument has been shown to improve cognitive abilities and social skills. The EEF highlights music education as an effective way to enhance pupil engagement and achievement (EEF, 2020).</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>Research conducted by NatCen Social Research identifies a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment.</p> <p>After-school clubs provide additional opportunities for pupils to engage in learning outside of the classroom. Evidence shows that participation in extracurricular activities is linked to improved academic performance and social skills (Durlak et al., 2011).</p> <p>The inclusive nature of the school promotes all pupils' involvement in school life irrespective of their financial context. Children (families) with certain financial barriers have all successfully, in the past, participated in extracurricular activities of their choice.</p> <p>The value of after school clubs for disadvantaged children (ncl.ac.uk)</p>	
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<p>workshops, curriculum information and parental engagement in wider enrichment activities.</p>	<p>Parental Engagement – Moderate impact for very low cost based on extensive evidence – 4 months+</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) than secondary schools (+2 months). (EEF)</p>	
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Total budgeted cost: £121, 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Impact / Review
<p>All pupils become fluent readers to enable them to access a broad and balanced curriculum</p>	<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 • % of pupils achieving the expected standard in phonics screening check 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. • Any Key Stage 2 pupils who are not fluent readers remain on the Systematic Synthetic Phonics programme and receive additional catch up support to enable them to move off the programme at the earliest possible point. 	<p>Summer 2024 data Year 1 Phonics Screening Check: All Pupils (27)– 93% Disadvantaged (9) – 89% National All -</p> <p>By Year 2 Phonics Screening Check: All Pupils (30)– 97% Disadvantaged (9) – 100% National All –</p> <p>Year 3: PSC All Pupils (30) – 100% PSC Disadvantaged (14) – 100% 100% on track for RWInc Sounds data</p> <p>3 Year Trend Data for Year 1 PSC: 2024: All - 93% Disadvantaged – 89% 2023: All - 87% Disadvantaged – 63% 2022: All - 90% Disadvantaged – 92%</p> <p>Outcomes for the phonics screening check have been inline with or above national for the last 3 academic years. Outcomes for disadvantages pupils were inline with all pupils in 2022 and 2024 although there was a significant gap between attainment of Disadvantaged and non in 2023. However, by the end of Year 2, all of these disadvantaged pupils had passed the PSC.</p> <p>However, there remains a significant gap between the percentage of pupils passing the PSC and the percentage of pupils achieving the expected standard in reading at the end of Key Stage 1. 73% of pupils achieved the expected standard in reading at the end of KS1 in 2024 whereas in the same cohort of pupils 87% passed the Y1 PSC. For disadvantaged pupils, this gap is wider. 63% passed the PSC in Year 1 whereas only 44.4% met the expected standard in reading at the end of KS1. In 2023, 64% of disadvantaged pupils met the expected standard in reading while 92% of disadvantaged pupils in this cohort passed the PSC in Year 1. Analysis of papers and observations has identified that developing reading fluency, speed and prosody are priorities for ensuring pupils reach the expected standard in reading at the end of KS1 in particular for disadvantaged pupils.</p>

<p>Pupils develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum</p>	<ul style="list-style-type: none"> • Pupils use a range of vocabulary appropriately for their age and stage of development • 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 apply a varied range of ambitious vocabulary for their age range • Question level analysis of reading assessment papers <i>demonstrate pupils' increasing improvements in the understanding of vocabulary</i> 	<p>The school has invested in continued professional development with both the English Hub (Early Language Development Programme) and P4C Level 2 training in 2023-24. A whole school approach to the teaching of vocabulary and the development of oracy skills across all curriculum subjects has been implemented across school through a series of CPD sessions and reviews. Vocabulary lists have been created for each area of curriculum and disseminated to staff. There has been resource investment in key texts to support teachers with vocabulary and teaching strategies. Internal monitoring evidenced consistency in use of strategies observed in lesson observations across a range of subjects.</p> <p>External and Trust (SMAT) reviews of teaching evidenced strong practice in the teaching of vocabulary. For example, an EYFS audit undertaken by LA, (2023) identified communication and language as 'a strength of the setting' with 'Ambitious vocabulary...linked to the themes and explanations are usually given.' SMAT led reviews into Reading and Geography identified strengths in the teaching of vocabulary and oracy:</p> <p>"Fluency and vocabulary drive the reading lessons, with activities linked to skills providing opportunities for pupils to apply the skills that they have been taught." (Reading review).</p> <p>"Oracy opportunities supported by familiar strategies, enabled all pupils to actively engage in learning." (Geography review).</p> <p>The impact of the Language Development Programme and Oracy teaching across school can be demonstrated through pupils' growing confidence in speaking however it is yet to fully impact on outcomes in other curriculum areas, in particular reading and writing. Outcomes in reading and writing were in line with National at KS1 but significantly below National at the end of KS2. There is also a gap between the attainment of our disadvantaged pupils when compared with non disadvantaged. For example, 88% of non disadvantaged pupils achieved the expected standard in speaking at the end of EYFS compared with only 67% of disadvantaged pupils. Question level analysis of the KS2 reading paper evidenced that on average 49% of pupils answered the vocabulary linked questions (Give/Explain meanings in context) correctly.</p>
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		The development of oracy and language skills remains an area of need.
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 are in line with National for all pupils and PP 	<p>Summer 2024 data</p> <p>EYFS – Number: All – 72% Disadvantaged – 58%</p> <p>Numerical Patterns: All – 76% Disadvantaged – 66.7%</p> <p>KS1 Expected Standard: All – 70% Disadvantaged – 33%</p> <p>Greater Depth: All – 20% Disadvantaged – 22%</p> <p>KS2 Expected Standard: All – 59% Disadvantaged – 67%</p> <p>Greater Depth: All – 16% Disadvantaged – 22%</p> <p>Outcomes at the end of EYFS and KS1 are inline or above national over time for the last two academic years, however outcomes at the end of KS2 are significantly below national (73% 2024), with improvements in closing the gap to national made in 2024. The attainment of disadvantaged pupils is inconsistent across years and cohorts. At the end of KS2 disadvantaged pupils performed better than non disadvantaged pupils at both the expected standard and greater depth however both groups were significantly below National. Improving attainment and outcomes in mathematics for disadvantaged pupils therefore remains a key area for investment.</p>
School achieves attendance target and there is a significant reduction in persistent absenteeism There is a significant reduction in amount of lost	<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 and shows significant improvements from the previous academic year The number of minutes late for pupil premium pupils is significantly reduced from September 2023 to July 2024 	<p>Attendance 2023-2024 data All Pupils – 91.7% All pupils (Statutory) – 91.86% Disadvantaged – 90.41% Non disadvantaged – 92.37% National (Primary) – 94.5% National disadvantaged – 89.9%</p> <p>Persistent Absenteeism 2023-24 All Pupils – 27.2% Disadvantaged - 31.65% National – 15.2%</p> <p>Attendance Over Time 2022/23: All pupils – 91.98%</p>

<p>learning due to lateness</p>	<ul style="list-style-type: none"> The vast majority of pupil premium pupils have an attendance of over 96% 	<p>Disadvantaged – 90.36% Persistent Absenteeism – 30.3% Disadvantaged – 36.51%</p> <p>Attendance of all pupils is below National. Attendance of disadvantaged pupils is higher than that of disadvantaged pupils nationally. Persistent absenteeism (pupils with an attendance of 90% or below) has reduced from the previous academic year for both all pupils and disadvantaged, however it remains significantly higher than national. Attendance remains a key priority for improvement in order to ensure disadvantaged pupils fully access all learning and opportunities with continued investment in a Parent Support Advisor role and additional investment in EWO service support.</p>
<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 	<p>West Meadows aims to ensure that through pupil premium funding we provide pupils with a wide range of opportunities and experiences, including in the arts and sports to broaden horizons and raise aspirations.</p> <p>The school effectively invested in a range of school funded and part funded visits in and out of school in 2022-23 to provide a wide range of experiences to children across school including:</p> <ul style="list-style-type: none"> Visits out of school (e.g. Year 6 Crucial Crew trip transport, Y1 Wentworth Farm trip linked to science 'Animals, Theatre visit to Pantomine at local theatre for whole school); Visits into school (e.g. STEM ambassador workshops, Year 4 and 5 poetry competition, Year 2 archeology workshop for The Great Fire of London) Year 5 Arts Project which all pupils were successfully awarded. Year 6 end of year camping. Music lessons for Year 5 pupils through Barnsley music services Private music tuition for 11 pupils part funded, learning one or more instrument. Year 5 pupils performed at Barnsley Music Festival in June 2024. Pupils from Years 3 through to 6 were provided with the opportunity to perform at the Academy Theatre as part of the Barnsley Drama Festival. Part funded the Year 6 residential to Con Dover which was attended by 30 children (29 Year 6 and 1 Year 5). <p>The school also invested in outdoor learning sessions for all classes from Year 1 to Year 6 for one term with external outdoor pursuits and team building company, focusing on team building, developing communication skills and resilience.</p> <p>The school also increased adult engagement in pupils' learning developed through theme days in maths, science, reading and the arts which were very well attended. The PSA also ran craft events for targeted classes to increase parental engagement in school</p>

		<p>and ran First Aid training, healthy eating and digital literacy training classes for parents.</p> <p>We offered pupils a range of fully funded after school clubs throughout the year which were well attended by both pupil premium and non pupil premium pupils. Fully funded sports clubs were run each night with 14 different sports played/taught across the year. Additional non-sport related clubs were offered in a range of areas including reading, STEM, drama and well-being.</p> <p>116 children attended one or more after-school club in 2023-24. Of these 49 were pupil premium (42.2%), an increase from 31.9% in 2022-23.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read, Write Inc Phonics	Read, Write Inc (Ruth Miskin)
Resilience, Team Building and Problem Solving	Scotty's Heroes
Mastering Maths White Rose Maths Curriculum and training	White Rose Maths
TT Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.