

Pupil premium strategy statement – West Row Academy

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 | 224 |
| Proportion (%) of pupil premium eligible pupils | 24% (54/224) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2025 |
| Date this statement was published | 03.11.22 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Elisabeth Close, principal |
| Pupil premium lead | Elisabeth Close, principal |
| Governor / Trustee lead | Harry Dring |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £44,320 |
| Recovery premium funding allocation this academic year | £5,220 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £49,540 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention, at West Row Academy, is for all pupils, regardless of their background and any challenges they face make good or better progress to achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We take into consideration the challenges all vulnerable pupils face including, but not limited to: having a social worker, being in care, being a young carer, being part of an armed services family. The activity we outline in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

We will work with staff to ensure high-quality teaching and early identification of needs is at the heart of what we do. There will be a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Embedded in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In addition to this, we will provide quality CPD for staff development of subject development and pastoral support.

Our curriculum planning and adaptations will include a range of enrichment opportunities to expose our pupils to the Cultural Capital needed to support our them in accessing an equal playing field. The curriculum will focus on identifying each academic discipline so children are able to build the substantive knowledge and concepts central to a subject, as well as the disciplinary knowledge – how scholars arrive at this knowledge. There is a focus on vocabulary development as well as 'knowing more and remembering more'. Children will be supported to develop their language and communication skills.

Our approach will be adaptive considering common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point a need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- information with regard to potential barriers is passed to new teachers at the end of each academic year.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments for reading, writing and maths, indicate pupil attainment is not in line with national expectations for pupils identified as disadvantaged. There is a gap between those and non-disadvantaged. (ADP 1) |
| 2 | Monitoring of reading shows pupils who are eligible for pupil premium seem to read less frequently outside of the academy, compared to those who are non-disadvantaged. This often results in lower reading ability and progress. Quality first teaching, earlier support and peer tutoring is to be a key focus. (ADP 1) |
| 3 | Our pupils and their families' wellbeing have been negatively impacted by the pandemic. This has affected children's engagement in the curriculum, behaviour to support learning and social interactions. Pupils struggle to identify, name and therefore regulate emotions. This is sometimes true of our pupils who have a member of their family who is part of the armed services (ADP 2). |
| 4 | Observations and assessments, including Reception Baseline Assessments, demonstrate many children have underdeveloped language skills and limited vocabulary. (ADP 4) |
| 5 | Pupil attendance in the last academic year was 89.62% for disadvantaged pupils compared to 93.11%. A number of pupils have been persistently absent. Shadow data has been made available and discussed with our Trust School Improvement Director and the Academy Committee. (ADP 2 & 5) |

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 |
|---|---|
| There is high quality teaching and learning across the academy. | <p>Lessons are consistently effective.</p> <p>Teachers know their pupils and meet their needs accordingly.</p> <p>Pupils are engaged in learning and want to learn.</p> <p>Learning environments support independent learning and good communication.</p> |

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| <p>Improved reading attainment for disadvantaged pupils in all year groups</p> | <p>Gaps in knowledge and skills are identified and addressed through the cycle of assess, plan, do, review.</p> <p>Pupils will have personal reading books linked to their ZPD.</p> <p>All children will have access to quality whole class reading lessons.</p> <p>Externally moderated assessments will show that phonics and reading outcomes for disadvantaged pupils are broadly in line with their peers.</p> <p>This will be reflected in non-statutory year groups.</p> <p>Children are engaged in reading in lessons beyond English.</p> <p>Children want to read for pleasure and use the Discovery Centre.</p> <p>Pupils identified as reading less at home will receive reading support in school.</p> |
| <p>Improved writing attainment for disadvantaged pupils in all year groups</p> | <p>There will be a change in the way writing is delivered in Key Stage 2 (The Write Stuff).</p> <p>Gaps in knowledge and skills are identified and addressed through the cycle of assess, plan, do, review.</p> <p>Internal and externally moderated writing will show that writing outcomes for disadvantaged pupils are broadly in line with their peers.</p> <p>This will be reflected in non-statutory year groups.</p> <p>Children are applying writing skills beyond English lessons.</p> |
| <p>Improved maths attainment for disadvantaged pupils in all year groups</p> | <p>Gaps in knowledge and skills are identified and addressed through the cycle of assess, plan, do, review.</p> <p>Externally moderated assessments will show that maths outcomes for disadvantaged pupils are broadly in line with their peers.</p> <p>This will be reflected in non-statutory year groups.</p> <p>Children are engaged in utilising maths beyond maths lessons.</p> |
| <p>Pupils wellbeing and enjoyment in school is supported</p> | <p>Pupil voice shows that children enjoy their learning.</p> <p>Pupils feel well supported.</p> |

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| | <p>Families know how to access support.</p> <p>Enrichment activities are accessible for disadvantaged pupils.</p> <p>Pupils working with the Thrive practitioner show progress in their profiles.</p> <p>Class Thrive profiles show progress.</p> |
| <p>Improve oral language through the school.</p> | <p>Adults model use of Standard English and can support pupils in developing this.</p> <p>The SENDco and English lead will support staff in understanding typical language development in children.</p> <p>Adults will support pupils to overcome barriers and ensure language needs are being met.</p> |
| <p>Attendance is in line with the national expectations or better, with a reduction in persistent absence, for those pupils identified as disadvantaged. [Shadow data has been made available and discussed with our Trust School Improvement Director and the Academy Committee.]</p> | <p>Academy attendance profile in line with National or better.</p> <p>The attendance gaps is reduced between disadvantaged and the whole school.</p> <p>Persistently absent pupils are identified and conversations with parents are opened to help reduce and eradicate the gap.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,770.33

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Enhancement of the writing curriculum through mastery planning. We will fund</p> | <p>EEF shows that when Mastery learning is used in Primary schools it can be highly effective. This method ensures all pupils have mastered key concepts before moving onto the next topic.</p> | <p>1, 2, 4</p> |

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| <p>training for adults to work with leaders to break subject matter into blocks or units with predetermined objectives.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | |
| <p>Secure QFT by providing SLT mentoring and smaller class groups where there is a high academic need.</p> | <p>Reducing class size and therefore the ratio between pupils and teachers ensures the amount of attention each student receives is increased as the number of pupils per teacher becomes smaller.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> | <p>1, 4,</p> |
| <p>New staff will be trained to use the phonics scheme – Little Wandle.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1, 2, 4</p> |
| <p>The SENDco and English lead will have release time to train and then support staff in</p> <ul style="list-style-type: none"> - English lead to attend Early Language training - English lead to use early language training to identifying typical language development, - identifying underdeveloped language skills and limited vocabulary and - putting interventions in place to reduce the gap. | <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | <p>4, 1.</p> |
| <p>Support class teachers in making</p> | <p>Providing feedback is well-evidence and has a high impact on learning outcomes. Effective feedback tends to</p> | <p>1, 2, 4.</p> |

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| <p>the most of feedback opportunities. This will include:</p> <ul style="list-style-type: none"> - Developing the feedback policy to focus on oral feedback; - Supporting class teachers in identifying ARE and therefore next steps in learning; - Deputy principal working with classroom staff to ensure feedback is clear and actionable and redirects or refocuses learners. | <p>focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback appears to have slightly greater effects for primary school pupils (+7 months) than for secondary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17,362.68

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Engaging with the school-led tutoring for pupils whose education has been most impacted by the pandemic. We will use an external tutor who knows our</p> | <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. It can have an impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>1, 2, 4</p> |

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| pupils and can support them to close gaps in their learning. | | |
| We will use PiXL to support staff in making accurate and effective assessments of pupils. This will inform teaching and learning and ensure impact. The deputy principal will work with the PiXL tutor and teachers to review and implement this. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 2, 4 |

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

Budgeted cost: £18,406.99

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Promote good attendance, challenge attendance concerns and support families to make good attendance achievable. This in- | <p>Absence from school can have a negative impact on children's attainment and progress</p> <p>https://www.gov.uk/government/news/just-oneday-off-can-hamper-childrens-life-chances</p> <p>Principles of DfE guidance applied:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fullattendance-actions-for-schools-and-localauthorities</p> | 5 |

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| <p>cludes pastoral team support attendance lead and ensuring it is high priority. Continue to meet once a half term with the Education Welfare Officer to review strategies and support in place for specific families.</p> | | |
| <p>The quality of texts and reading spaces will be developed to ensure resources for reading excite and support our pupils in developing reading strategies.</p> | <p>We need to enhance the provision to ensure that we have the space and resources to be able to develop reading comprehension strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1, 2, 3, 4.</p> |
| <p>We will use THRIVE to support and improve the quality of social and emotional monitoring, identification of needs and intervention. There will be time for CPD to develop staff understanding of the THRIVE class profiles and individual profiles.</p> | <p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | <p>3, 5</p> |

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| <p>We will allow for 1:1 and small group intervention so pupils can effectively develop resilience and engage in learning.</p> | | |
| <p>Reduce or remit the cost of board and lodging for any residential activity any student is required to attend and which takes place within school time or is required for their studies at the Academy. Subject to funds being available, we will support pupils who wish to take part in wider opportunities for example but not limited to: visits, visitors, arts, and music lessons but funding up to 50% of the lesson costs. This will be reviewed on a case by case basis as identified in our charging and</p> | <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> | <p>3, 5</p> |

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| remissions policy. | | |
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Total budgeted cost: £ 49,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessments of our pupil premium children for the academic year 2021-22 were: -

- No pupils in EYFS;
- In KS1, our whole school outcomes were as follows (disadvantaged outcomes appears in brackets): 74% (40%) at age-expected level in phonics, 47% (33%) reading, 44% (33%) writing and 38% (33%) maths.
- In Year 6, our whole school outcomes were as follows (disadvantaged outcomes appears in brackets): 71% (77%) reading, 11% (1%) writing and 41% (33%) maths and 9% (11%) combined.
- Broadly speaking, our pupil premium children met their individual targets at the end of KS1 and KS2 for reading and maths.
- As evidenced in schools across the country, previous Covid-19 school closure was most detrimental to our disadvantaged pupils. We remain mindful of this as we consider the historic data of year groups particularly affected.
- Overall attendance in 2021-22 was 93.11%. For pupil premium pupils this was 89.62%. Shadow data has been made available and discussed with our Trust School Improvement Director and the Academy Committee.
- Using a counsellor in school was beneficial to a small number of pupils. The counsellor worked with four pupils a week for a period of at least six weeks. This will be discontinued in from September 2022.
- Because of the pandemic, take up of extra-curricular activities was not always possible and was therefore unsuccessfully monitored.

Actions as a result of our outcomes

- Our whole school tracking data shows we must explore ways to ensure all of our pupil premium children can excel.
- Earlier identification and support for these pupils of these pupils is key to the future successes of our more able pupil premium children.

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 |
|-----------------------|-----------|
| Service premium grant | See below |

Service pupil premium funding (optional)

*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***

This funding was used to support children's emotional wellbeing and behaviour. We have provided additional support both in and out of the classroom through the THRIVE

programme. This has included the THRIVE practitioner working 1:1 with pupils in small groups with pupils and in a whole class situation.

The impact of that spending on service pupil premium eligible pupils

The impact of this work with pupils is measured internally using the child's THRIVE profile. We use the overall THRIVE assessment tool and the Thrive Being and Belonging questionnaire. The assessment tool highlighted a profile of need. The Thrive practitioner was then able to work on specific areas such as naming emotions and sensations. Our pupils have got better at identify their needs at the time and how they can work it through. Using the assessment tool we can see pupils have moved from rarely to emerging or emerging to developing or developing to securing.

