

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	West Felton CofE Primary School
Number of pupils in school	26
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs. Helen Hughes
Pupil premium lead	Mrs. Helen Hughes
Governor / Trustee lead	Mrs. Eve Whitmore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£31,080

# Pupil premium strategy plan: Statement of intent

## *“Preparing for life in all its fullness”*

Our School motto encompasses our ultimate objective for all of our pupils, and none more so than our most disadvantages.

We want to help build good people – good people who will make a difference in our communities; they’ll aspire to add kindness, with humility and treat others with dignity. We want our faith to be an anchor, a pull which reminds us what is right, what is wrong, what’s important and why.

### *Our Values:*

- **Kindness** through selflessness, compassion, and mercy.
- **Aspiration** with a strong desire for achievement and success.
- **Community** in the importance of relationships of love, compassion, generosity, truth-telling, forgiveness and gathering together as a community; across all barriers.
- **Dignity** through safeguarding and anti-bullying, through valuing all our children and through excellent SEN provision. Ensuring that children not do feel humiliated or lack in self-worth.

Our current strategy aims to meet these objectives using a tiered approach:



1. Teaching – we will ensure that there is an effective teacher leading every class, and that every teacher is supported to keep improving.
2. Targeted academic support – we will ensure that we have a skilled, effective team of teaching assistants who lead and deliver structured one-to-one or small group intervention to classroom teaching.
3. Wider strategies – we will ensure that non-academic barriers are also removed by providing attendance support and behaviour/social and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	Some concern surrounding behaviour/social/emotional
2	Some concern around reading ability

## 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
Improved behaviour/social/emotional health of PPG children	<ul style="list-style-type: none"> <li>• Appropriate behaviour/social/emotional support offered to all PPG children</li> <li>• Parent support packages offered to parents of PPG pupils</li> <li>• PSHE taught to a high standard throughout the school</li> <li>• Pupils report positively on Pupil surveys</li> <li>• Decreasing incidents involving PPG pupils</li> <li>• Appropriate referrals made to outside agencies</li> <li>• Pupils will be enriched by a diverse, engaging curriculum.</li> <li>• Pupils will have experienced activities which they may not otherwise have access to.</li> </ul>
Improved reading ability of PPG children	<ul style="list-style-type: none"> <li>• All PPG pupils meeting the Expected standard</li> <li>• All PPG pupils to have a reading age within at least 6 months of their chronological age</li> <li>• All PPG pupils to be provided with appropriate, stimulating and engaging texts</li> <li>• PPG pupils provided with extended reading opportunities</li> </ul>

## 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: £3900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music enrichment staff upskilling</p> <p>Participation in Rocksteady</p> <p>£3900</p>	<p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p> <p><i>National Curriculum 2021</i></p> <p>Parents expressed a need for and love of Music in our Covid recovery survey, above other subjects.</p> <p>A music specialist is leading Music throughout the school to provide high quality education as well as providing continuous professional development for the teachers and teaching assistants who support in lesson.</p> <p>Engagement in Rocksteady, pupils in receipt of PPG have the opportunity to participate in weekly music lessons as part of a band.</p>	NA

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

Budgeted cost: £27,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support</p> <p>£6223</p>	<p>Our PPG review evidence suggests that our PPG children present concerns in terms of behaviour/social and emotional terms.</p> <p>As a consequence of this, some PPG pupils will not receive the full benefits of the curriculum or be in the correct mindset to reach their potential.</p>	1
<p>Reading intervention</p> <p>£1020</p>	<p>Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as ‘look and say’. This</p>	2

	<p>includes children who find learning to read difficult, for example those who have dyslexia..<i>Learning to read through phonics, DfE, 2013</i></p> <p>Children with reading difficulties are at greater risk of developing mental health problems later in life, including depression, anxiety, behavioural problems, anger and aggression. [Boyes, M. E., Leitao, S., Claessen, M., Badcock, N. A., and Nayton, M. (2016) <i>Why Are Reading Difficulties Associated with Mental Health Problems?</i></p> <p>Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities. [Billington, J, (2015) <i>Reading between the Lines: the Benefits of Reading for Pleasure Quick Reads, University of Liverpool</i>]</p> <p>Higher literacy skills are associated with a range of positive societal benefits, including having a stronger sense of belonging to society and being more likely to trust others. [OECD (2013) <i>Skills Outlook 2013: First Results from the Survey of Adult Skills</i>]</p>	
Teaching Assistant salaries £19916	<p>The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>We have re-deployed Teaching Assistants to meet the needs of the cohort.</p>	1 and 2

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

Budgeted cost: £5754

Activity	Evidence that supports this approach	Challenge number(s) addressed
Milk £754	Maslow's hierarchy of needs – physiological needs and enrichment	Wider strategies
iPads £2000	Access online learning opportunities	Wider strategies
Wrap-a-round care	- Maslow's hierarchy of needs – physiological needs and enrichment,	1

£500	<ul style="list-style-type: none"> <li>- Inclusivity</li> <li>- Enrichment</li> <li>- Enabling parents to work</li> </ul>	Wider strategies
Excursion subsidies £500	<ul style="list-style-type: none"> <li>- Maslow's hierarchy of needs – physiological needs and enrichment, belonging, self-esteem</li> <li>- Inclusivity</li> <li>- Enrichment</li> </ul>	1 Wider strategies

**Total budgeted cost: £30,913**

## 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 2023 – 2024 academic year.

#### PPG data

KS2 SATS	Reading	Maths	SPAG
PPG achieving EXP or above	75%	75%	50%
Non-PPG achieving EXP or above	78%	73%	63%
PPG average score	105	103	104
Non-PPG average score	107	103	93