

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
West Pelton Primary School	
Number of pupils in school	69 (61 + 8)
Proportion (%) of pupil premium eligible pupils	43% (R - Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22/23
Date this statement was published	30/11/21
Date on which it will be reviewed	01/02/22
Statement authorised by	Curriculum committee
Pupil premium lead	V. Hewison
Governor / Trustee lead	Alison Whelan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil premium £39660
Recovery premium funding allocation this academic year	Covid recovery £4350 School led tutoring: £3442.50 + 25% on school led tutoring =255 funded hours *we pay £1147.50 (25%) Total spent is £4590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48600 (inc school contribution)
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Part A: Pupil premium strategy plan

Statement of intent

At West Pelton Primary School we want to ensure we provide an engaging curriculum with breadth and depth to inspire all our children. We understand basic skills underpin everything we do now and in our future lives therefore we value the need for cross curricular writing supported by high quality resources, educational visits and visitors to enrich the curriculum and give first-hand learning opportunities.

Alongside this we appreciate the role school has in improving resilience, confidence and self-esteem therefore improving learning behaviours. We want our children to demonstrate a resilience to persevere with learning and academic challenges including mastery.

We have high aspirations for all, resulting in improved behaviour and attendance. We acknowledge the locality of our school, the infrastructure and transport network along with the history of our area can create barriers for aspirations.

Our current pupil premium strategy plan works towards identifying and tackling these aims for the benefit of all but especially our disadvantaged pupils.

The underlying principle of our strategy is that barriers to inequality should be removed wherever possible and where this is not possible additional support through pupil premium funding should address this.

Challenges

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

Challenge number	Detail of challenge
1	Approximately 40% of children join school with skills which are below the expected levels for their age in all the areas
2	Complex needs requiring a multi-agency approach, including SEMH (social, emotional, mental health)
3	Children need to demonstrate resilience to persevere with learning and academic challenges especially in showing a stamina for reading and writing.
4	Low attendance levels, poor social skills due to limited quality interactions prior to attending school, low level of enrichment opportunities, transport and infrastructure links within the community are difficult for families without own transport

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
Children will make good progress in Reception and a greater number of children will achieve a GLD than arrived at expected levels	67% GLD
Children will make good progress with phonics and a greater number will achieve a phonics pass than entered Year 1 at expected standards.	88% of Y2 children will pass phonics screening by the end of the year 83% pass rate Y1 phonics (June 2022)
Children use self-regulation strategies to manage feelings and emotions	Reduced FTE data Improved PA attendance data (<11%)
All children have access to high quality Music tuition	All children can play a tuned instrument by the end of Year 6
Support provided to those families encountering difficulties with attendance	Whole school attendance above 96% Potential persistent absence identified and attendance plan implemented

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

Budgeted cost:

£3442.50 + 25% school led tutoring (£1147.50)

=255 funded hours

Total spent is £4590

Music £2437.50

Charanga £120

= £7147.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring	DfE guidance https://bit.ly/2Y1akQw EEF: Individualised instruction +4 https://bit.ly/3EsRxqp	3
Weekly Music lessons across the school including: Little Fingers, First access and Brass tuition	EEF: Arts participation +3 https://bit.ly/3Bnch7o EEF evidence review: Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children Published: 2015 Authors: Beng Huat See and Dimitra Kokotsaki (Durham University) https://bit.ly/3mkODnz	4

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

Budgeted cost: £28486.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from teaching assistants in small groups throughout school	EEF : Teaching assistant intervention +4 https://bit.ly/3jFTePC Small group tuition +4 https://bit.ly/2ZopZcR	1, 2, 3

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

Budgeted cost:

EWEL £4060

Crisis response £1020

PSA £5000

Attendance officer £885.61

Breakfast £1000

= £11965.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly emotional well being for effective learning sessions (1:1 or small group as identified in referrals)	EEF: Social and Emotional Learning +4 https://bit.ly/3bgZVTR Behaviour Interventions +4 https://bit.ly/3nzhIRm	2, 4
Parent support advisor to work with families identified PSA	EEF: Parental engagement +4 https://bit.ly/2ZDzBAP	2, 4
Support and challenge provided to families encountered difficulties with attendance	EEF: Parental engagement +4 https://bit.ly/2ZDzBAP	2, 4
Subsidised enrichment opportunities such as theatre visits	EEF: Arts participation +3 https://bit.ly/3HlhMYh	1, 4

To provide breakfast (bagels) for everyone on arrival to school	Family action October 2019 : The impact of breakfast on learning https://bit.ly/3nfRfE2	4

Total budgeted cost: £ 20113.11

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Due to COVID-19, performance measures have not been published for 2020 to 2021.</p> <p>Our pupil premium strategy has been reviewed and is available on the school website: https://bit.ly/3CdqBQf</p>

Service pupil premium funding N/A

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

Further information (optional)

We are currently implementing:

Essential Letters and Sounds as our validated phonics scheme

Nelson handwriting to complement the ELS programme

Accelerated reader to ensure reading is within the zone of proximal development