

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
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	12%
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)	2023-24 to 2027-28
Date this statement was published	11/10/24
Date on which it will be reviewed	15/07/25
Statement authorised by	Tony Wheat
Pupil premium lead	Alice Rayment
Governor lead	Sylvia Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,100
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£3503
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>	£47,603

Part A: Pupil premium strategy plan

Statement of intent

In making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced by pupils and the wider community.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At West Pennard we ensure that all teaching staff are involved in the analysis of data at Pupil Progress Meetings and the identification of pupils in need of support, so that they are fully aware of strengths and weaknesses across the school. The Headteacher, SENCO, Maths and English Coordinators attend the meetings in order to oversee these strengths and weaknesses across the school and advise on actions to take.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

West Pennard CE Primary School is a Church of England village school located in a rural setting. The school retains strong links with the local church, which is situated adjacent to the school. The Christian vision firmly underpins its foundations and links with the local clergy continue to strengthen. The school attracts pupils from a wide geographical area; including surrounding villages and local towns. Many children come from out of catchment. The school comprises 7 single year group classes. Currently there are 225 children on roll with a Pupils' Admission Number (PAN) of 30. The number on roll increased significantly in the last two academic years

with a number of in-year admissions starting from January 2023, with a number of families moving from inner city areas to this more rural location. The proportion of children in receipt of Free School Meals is consistently below national averages. 24 out of 225 (10.6%). The national average is 23.8%. The percentage of pupils supported by the Pupil Premium is significantly below average and currently is 27 out of 225 pupils (12%).

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to narrow the gap between PP and non-PP pupils at the end of Year 6.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Maintaining a high adult to pupil ratio in classes with full time and experienced TAs, thus improving opportunities for effective teaching and accelerated progress
- Targeting disadvantaged pupils in intervention sessions, providing small group work with an experienced teacher or TA focussed on overcoming gaps in learning
- 1-1 and small group support through targeted interventions
- Additional teaching and learning opportunities provided through external agencies e.g. In-house readers (formerly Beanstalk)
- Planning opportunities for a smooth transition from Primary to Secondary school and transition internally and into EYFS from the different pre-school settings.
- Contributing to activities such as wider musical opportunities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Supporting the funding of specialist learning software.
- Providing access to high quality resources, such as reading books through R4L (Gold top-up) and the school library.
- Supporting children with resources at home through the purchase of Nessy and other subscriptions
- Enabling the children to learn a musical instrument by part funding private tuition.
- Facilitating behaviour and nurture support during lunchtimes by providing activities to engage and promote West Pennard values and thus enhance learning.

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Providing access to play therapy to aid children’s wellbeing and preparedness to learn.

- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Overall outcomes for children in receipt of Pupil Premium in Reading, Writing and SPAG are below that of children not in receipt of Pupil Premium at end of Key Stage 2. ARE or better in Reading 44.8%. ARE or better in Writing 41.4%. ARE or better in Maths 51.7%
2 Pastoral	Pupils’ emotional well-being, social and behavioural needs are affecting readiness to learn and children being in a position to be able to make progress.
3 Access	There is a lack of access to high quality learning resources to aid conceptual understanding and the practice of skills at home, including reading material.
4 Socio-economic Opportunities	There is a lack of access to wider opportunities, such as music tuition, extra-curricular clubs and residential visits.
5. Engagement	Engagement with school, in terms of attendance, is lower for children in receipt of Pupil Premium with 5 children (17.2%) falling into the ‘Persistently Absent’ category and 10 children (34.5%) categorised as ‘At Risk of Persistent Absence’

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
To ensure the gap in outcomes for pupils in receipt of pupil premium narrows through high quality teaching and targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths from their identified baseline as determined by their standardised score in NEFR tests.

	<p>Evidence of progress in Reading standardised score</p> <p>Evidence of progress in Maths standardised score</p> <p>Writing (evidenced on Pride and Progress Boards and online assessment profile)</p> <p>Narrowing of the gap between PP and non PP at KS2 statutory assessments</p>
<p>To ensure that opportunities to improve pupils' sense of wellbeing are provided and that social / behavioural needs are addressed in order to improve children's readiness to learn and their ability to progress.</p>	<p>Intervention data, pupil interviews and ABC forms demonstrate that children's emotional needs are being met and that progress is reflected in academic progress.</p> <p>Engagement with ELSA, PFSA, MHST etc. where needed. Enrichment opportunities on Fridays to promote wellbeing alongside Values Afternoons. Readiness includes speech and language in the earlier years and use of Talkboost additional support where needed.</p>
<p>To provide greater access to resources to support conceptual understanding and the ability to practise skills at home.</p>	<p>PP children demonstrate greater engagement with online packages and this is reflected in academic progress as measured by NFER / Star Reader and other assessment tests.</p>
<p>To narrow the gap of opportunity caused by socio-economic factors in accessing wider opportunities, such as music tuition, trips and residential visits.</p>	<p>There is greater uptake in music tuition amongst PP pupils that wish to learn an instrument and no PP pupil is prevented from attending a trip or residential on cost grounds.</p>
<p>To narrow the gap in attainment caused by socio-economic factors and aspiration.</p>	<p>The gap between PP and non PP pupils narrows, as reflected in end of year assessment data</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Purchase of National College CPD</i>	There is a gap between the attainment of PP children and non-PP children in Reading, Writing and SPAG. The National College provides access to high quality, easily accessible CPD to enhance teaching and learning. Phonics (EEF +5 months) Reading Comprehension Strategies (EEF +6 months)	1 and 5
Purchase Rapid Reading subscription	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve. The online subscription enables this to continue even when learning remotely. Small Group Interventions (EEF +4 months)	1 and 5
Purchase subscription to Insight online tracking software	Tracking attainment of groups and individuals enables targeted support to facilitate progress Within Class Attainment Groupings (EEF +2 months)	1
Purchase SCARF Subscription	To have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Social and Emotional Small Group Interventions (EEF +4 months)	2
Purchase Power Maths Online Subscription	Outcomes in Maths (ARE) are lower for PP pupils. A mastery approach is a cost-effective approach with a high level of potential success. Mastery Learning (EEF +5 months)	1 and 5
Purchase FFT Online Subscription	Tracking attainment of groups and individuals enables targeted support to facilitate progress Within Class Attainment Groupings (EEF +2 months)	1
Purchase NFER Assessment Materials	There is a gap between the attainment of PP children and non-PP children in Reading, Writing and SPAG. Phonics (EEF +5 months) Reading Comprehension Strategies (EEF +6 months) Mastery Learning (EEF +5 months)	1 and 5
Purchase CGP Practice Materials	There is a gap between the attainment of PP children and non-PP children in Reading, Writing and SPAG. Phonics (EEF +5 months) Reading Comprehension Strategies (EEF +6 months)	1 and 5

	Mastery Learning (EEF +5 months)	
Purchase additional books linked to Bug Club Phonics Scheme for wider access across the phonic phases	There is a gap between the attainment of PP children and non-PP children in Reading, Writing and SPAG. Phonics (EEF +5 months)	1, 3 and 5
Purchase Testbase Online Subscription	There is a gap between the attainment of PP children and non-PP children in Reading, Writing and SPAG. Phonics (EEF +5 months) Reading Comprehension Strategies (EEF +6 months) Mastery Learning (EEF +5 months)	1 and 5

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to provide targeted small group interventions across the school. Groups to include children in receipt of PP.	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months)	1, 2 and 5
Teaching assistant to provide targeted small group intervention in Year 2. Group to include children in receipt of PP.	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months)	1, 2 and 5
Organise and train volunteers for targeted reading support for individuals in receipt of PP	Teachers report that some pp children do not have an opportunity to read to an adult regularly at home. Therefore their ability to discuss books and reading is limited. Reading Comprehension Strategies (EEF +6 months)	1 and 5
Purchase Gold Level access to the school library service (R4L) to provide greater access to books	Access to books will enable children to have the opportunity to practise and extend their reading at home and in school Homework (EEF +5 months)	1 and 3

Purchase AR Licenses	There is a gap between the attainment of PP children and non-PP children in Reading. Tracking attainment of groups and individuals enables targeted support to facilitate progress Small Group Interventions (EEF +4 months)	1 and 5
1 x ELSA trained Teaching assistant to deliver interventions to those in need.	To have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Social and Emotional Small Group Interventions (EEF +4 months)	2
Purchase Cricksoft Clicker 10 Licenses	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months)	1, 2 and 5

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

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to wider musical opportunities by part funding tuition.	This follows the inclusive ethos of the school – for all children to have the opportunity to participate in arts participation. There is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. Arts Participation (EEF +2 months)	2 and 4
Provide access to Play Therapy	This follows the inclusive ethos and pastorally supportive nature of the school. Combining therapeutic skills with counselling skills is a particularly effective way of supporting children and adolescents. Social and Emotional Learning (EEF +4 months)	2 and 4
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	<p>effective way of supporting children and adolescents.</p> <p>Social and Emotional Learning (EEF +4 months)</p>	
<p>Provide free wrap around care for families in need of support with attendance and to ensure children arrive at school on-time</p>	<p>Attendance for children in receipt of FSM is lower than for all children. Providing wrap around care free to those in need provides support that means children may otherwise not attend.</p> <p>Arts Participation (EEF +2 months)</p>	4
<p>Subsidise residential trips (£200 year 5 and 6). Support FSM families with paying for visits linked to class learning</p>	<p>This follows the inclusive ethos of the school – for all children to have the opportunity to participate in these extra-curricular activities. There has been very positive feedback from children following the trips. This provides valuable experience (and memories) for children. Learning out of the classroom environment can be very beneficial.</p> <p>Outdoor Adventure Learning (EEF +4 months)</p> <p>Social and Emotional Learning (EEF +4 months)</p>	2 and 4

Total budgeted cost: £47,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired Action	Outcomes																														
To continue to ensure the gap in outcomes for pupils in receipt narrows compared with non PP pupils, in subjects across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	<p>Lesson observations and intervention logs demonstrate that children in receipt of Pupil premium are also in receipt of high quality teaching.</p> <p>Reading</p> <p>Of the 22 pupils in receipt of Pupil Premium 57% were at ARE or better in Reading across the school and 18% GD. This compares to 74% ARE and 27% GD for non-disadvantaged children.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> <th>Narrow from 2022-23</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>57%</td> <td>74%</td> <td>-17%</td> <td>+9%</td> </tr> <tr> <td>GD</td> <td>18%</td> <td>27%</td> <td>-9%</td> <td>+1%</td> </tr> </tbody> </table> <p>Writing</p> <p>Of the 22 pupils in receipt of Pupil Premium 47% were at ARE or better in Writing across the school and 4% GD. This compares to 71% ARE and 12% GD for non-disadvantaged children.</p> <table border="1"> <thead> <tr> <th>Writing</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> <th>Narrow from 2022-23</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>47%</td> <td>71%</td> <td>-24%</td> <td>+1%</td> </tr> <tr> <td>GD</td> <td>4%</td> <td>12%</td> <td>-8%</td> <td>-4%</td> </tr> </tbody> </table> <p>Maths</p> <p>Of the 22 pupils in receipt of Pupil Premium 60% were at ARE or better in Maths across the school and 14% GD. This compares to 74%</p>	Reading	PP	Non-PP	Gap	Narrow from 2022-23	ARE+	57%	74%	-17%	+9%	GD	18%	27%	-9%	+1%	Writing	PP	Non-PP	Gap	Narrow from 2022-23	ARE+	47%	71%	-24%	+1%	GD	4%	12%	-8%	-4%
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	<p>ARE and 21% GD for non-disadvantaged children.</p> <table border="1" data-bbox="810 264 1401 517"> <thead> <tr> <th>Maths</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> <th>Narrow from 2022-23</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>60%</td> <td>74%</td> <td>-14%</td> <td>-2%</td> </tr> <tr> <td>GD</td> <td>14%</td> <td>21%</td> <td>-7%</td> <td>+3%</td> </tr> </tbody> </table>	Maths	PP	Non-PP	Gap	Narrow from 2022-23	ARE+	60%	74%	-14%	-2%	GD	14%	21%	-7%	+3%
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<p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>See details above.</p> <p>6 children in receipt of Pupil Premium were on the SEND register (SEND and EHCP). 4 of the 6 had joined the school in Year 4 or 5.</p> <p>In Reading 17% reached ARE and 0% GD, as opposed to 80% and 43% for the class as a whole.</p> <p>In Writing 0% reached ARE and 0% GD, as opposed to 70% and 20% for the class as a whole.</p> <p>In Maths 0% reached ARE and 0% GD, as opposed to 77% and 30% for the class as a whole.</p>															
<p>To ensure that opportunities to improve pupils' sense of wellbeing are provided and that social / behavioural needs are addressed in order to improve children's readiness to learn and their ability to progress.</p>	<p>Weekly visits from adults from adults, formerly of the Beanstalk Reading Charity, enabled targeted children to be heard frequently, alongside being heard by regular known adults in school. Positive progress, especially in terms of attitudes to reading has been demonstrated in AR data and pupil testimony.</p> <p>Pupil Premium children had access to free wrap around care and upon request extra-curricular clubs that they would otherwise have been unable to attend.</p>															
<p>To provide greater access to resources to support conceptual understanding and the ability to practise skills at home</p>	<p>All children from Year 1 to 6 had access to Maths Mastery materials to support the training received and disseminated from the Boolean</p>															

	Maths Hub. Children had access to online subscriptions such as AR, CGP, Bug Club Phonics and Google Classroom.
To narrow the gap of opportunity caused by socio-economic factors in accessing wider opportunities, such as music tuition, trips and residential visits.	<p>Pupils in receipt of Pupil Premium had access to a contribution towards the cost of the Year 6 Residential as well as for Music tuition and trips. Pupils could access tuition in guitar, drums, woodwind, piano, strings and Rocksteady.</p> <p>61% of PP pupils attended extra-curricular clubs in Autumn 2023-24</p> <p>7 Pupil Premium children took up the opportunity to play a musical instrument in 2023-24 using PP funding.</p>

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
Power Maths: Maths Mastery	Pearson
Clicker 8	Crick Software
Accelerated Reader	Renaissance Learning
Cpoms	Raptor Technologies
National College	National College
Testbase	Doublestruck

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

Service PP children were offered subsidised music tuition, subsidised trips and residentials, as well as access to wrap around care and Coram Beanstalk readers. As well as this, Service children had access to, and benefitted from, universal provision, such as TA support and resources to support teaching and learning as set out in the main Pupil Premium expenditure.

The impact of that spending on service pupil premium eligible pupils

The children benefit in a variety of ways, some of which cannot be equated in quantifiable figures, as it is about equalling opportunities and general wellbeing whilst service personnel are deployed or absent from the family home.

Reading

Of the 4 pupils in receipt of Service Pupil Premium 100% were at ARE or better in Reading across the school and 50% GD. This compares to 72% ARE and 26% GD for non-Service PP children.

Reading	Service PP	Non-PP	Gap
ARE+	100%	72%	+28%
GD	50%	26%	+24%

Writing

Of the 4 pupils in receipt of Service Pupil Premium 100% were at ARE or better in Writing across the school and 25% GD. This compares to 68% ARE and 11% GD for non-Service PP children.

Writing	PP	Non-PP	Gap
ARE+	100%	68%	+32%
GD	25%	11%	+14%

Maths

Of the 4 pupils in receipt of Service Pupil Premium 100% were at ARE or better in Maths across the school and 50% GD. This compares to 72% ARE and 20% GD for non-service PP children.

Maths	PP	Non-PP	Gap
ARE+	100%	72%	+28%

GD	50%	20%	+30%
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All Pupil Premium children that wanted to attend the Year 5 and Year 6 residential did so.

All Pupil Premium children attended all trips, and the cost was covered where needed / necessary.

100% of Service PP pupils attended extra-curricular clubs in Autumn 2023-24

2 Service Pupil Premium children took up the opportunity to play a musical instrument in 2023-24 using PP funding.