

## Pupil premium strategy statement 2024 - 27

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	Bedlington West End Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	16 -12-24
Date on which it will be reviewed	15-12-27
Statement authorised by	Joanna Dey
Pupil premium lead	Joanna Dey
Governor / Trustee lead	Strategic Direction Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,320
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	£87,320

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with 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 will also benefit the non-disadvantaged pupils in our school. Implicit 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.

Our approach will be responsive to 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 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

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	End of KS2 assessment data 2023/24 shows there has been a decrease in the percentage of disadvantaged pupils achieving the expected standard (10%) compared to 2022/23 (30%).

4	Pupil's wider experiences from their home life have become increasingly limited for some children. The school's demographic of mostly white British limits their understanding of key themes i.e. culture and diversity.
5	Observations and discussions show a proportion of our disadvantaged pupils struggle to maintain attention and focus during lessons, which affects their capacity to learn and retain key concepts over time.
6	Attendance data shows that the average attendance of disadvantaged pupils is lower than non-disadvantaged pupils. In 2023-24, attendance of disadvantaged pupils was 92.2% compared 95.11% to non-disadvantaged. The percentage of our disadvantaged pupils who are persistent absentees 27% is significantly higher than non-disadvantaged 6.13%. This is a concern.
7	Parental engagement in pupils' learning, although generally good, has been significantly impacted by the pandemic, with less opportunity for parents to visit school, take part in workshops and parent and child activities. This has especially been the case in Early Years. Records of attendance indicate that parents of disadvantaged children have been less likely to attend stay and learn events in Nursery and Reception and are less likely to take part in parent consultation meetings or attend workshops on aspects of learning, e.g. Meet the teacher or curriculum events.
8	Observations and discussions show an increasing number of children displaying social and emotional needs, including mental health issues which affects wellbeing. A proportion of our disadvantage pupils struggle to identify and express their emotions.

## 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
1. Disadvantaged pupils demonstrate a wider repertoire in terms of their vocabulary and greater confidence speaking in whole sentences.	<p>Improved oracy for all pupils, particularly disadvantaged pupils, demonstrated by</p> <ul style="list-style-type: none"> <li>Teachers establishing and modelling ambitious and challenging norms for talk, ensuring that pupils understand the expectations for talk in their classroom. All school adults modelling outside of the classroom.</li> <li>Opportunities for oracy being regular, purposeful, appropriately pitched and thoughtfully planned to ensure that pupils are well prepared to meet expectations.</li> <li>Pupils use full sentences when speaking to peers and adults consistently both in and out of the classroom.</li> <li>Children use taught vocabulary verbally in the classroom, in their writing and during pupil voice assessments.</li> </ul>
2. Improve outcomes in the phonics screen check for disadvantaged children.	Disadvantaged children will achieve 10% more in line with their non-disadvantaged peers.
3. Improved outcomes in reading, writing and maths among disadvantaged pupils to close the gap.	<ul style="list-style-type: none"> <li>Statutory assessments show an increase in the percentage of children achieving the expected standard in RWM.</li> <li>Accelerated progress in writing and maths.</li> <li>Writing and maths outcomes for disadvantaged pupils improve year on year.</li> </ul>
4. Disadvantaged pupils exposed to a rich and varied range of experiences and opportunities	<ul style="list-style-type: none"> <li>Our Big Ideas (community and culture) overarch our History curriculum and encourage pupils to develop a deep and detailed understanding of both concepts.</li> <li>Our pupil offer across the curriculum is monitored and reviewed annually with a view to ensuring all pupils receive an exciting, diverse range of experiences</li> <li>Extra-curricular opportunities offered are varied and rich – disadvantaged pupils access to these is prioritised and monitored.</li> </ul>
5. Attention and focus during lessons allows pupils to think deeply about lesson content and learn effectively	<ul style="list-style-type: none"> <li>Observations in lessons show that a range of strategies are utilised to support all pupils' improved attention and focus.</li> <li>Children demonstrate effective listening, engagement and focus on the learning, enabling them to make good progress.</li> </ul>

<p>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being no less than 96%</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
<p>7. To achieve and sustain improved parental engagement from all parents and specifically those of disadvantaged pupils and those who are historically 'hard to reach'.</p>	<p>Sustained parental engagement from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Records of attendance and participation indicate that 80% of parents of disadvantaged children attend both parent consultations and between 60% and 70% of parents of disadvantaged children participate in at least one parent and child activity and/or curriculum meeting or workshop.</li> </ul>
<p>8. Children and families with identified social, emotional or mental health needs are well supported by school staff and other agencies so that needs are met and barriers are removed or alleviated.</p>	<p>Improved social and emotional outcomes for children demonstrated by:</p> <ul style="list-style-type: none"> <li>• Good attendance</li> <li>• Barriers to learning reduced and children making good progress</li> <li>• Children have improved self-esteem and confidence</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: £32,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To boost the progress of all children so that attainment in reading, writing and maths is in line with school projections.</p> <p>Quality first teaching for all children.</p> <p>Ongoing CPD for all subject leads and support staff.</p> <p>Teachers to set realistic and challenging predicted outcomes. Ongoing rigorous tracking of RWM of all cohorts.</p>	<p>EEF Guide to Pupil Premium tiered approach to school improvement places a strong emphasis on high quality education, including CPD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	1, 2, 3, 5
<p>Purchase of standardised diagnostic assessments.</p> <p>Ongoing cost of purchasing and ongoing training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3, 5
<p>Review provision of effective feedback/live marking in school. We will fund staff release time to observe peers and discuss how to use feedback more effectively.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1, 2, 3, 5, 8
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Ongoing cost of purchasing and ongoing training for staff to ensure phonics delivery is</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 5

consistently applied across school		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to implement key instant recall of facts across school and to access support from our local authority Maths adviser, Maths Hub resources, CPD &amp; the Alliance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3, 5
<p>Implement actions from the Improving Literacy in KS1 and KS2 documents from the EEF to improve the quality of writing, including handwriting.</p> <p>Review of our core writing and handwriting curricula. On going training and CPD to develop staff knowledge and skills.</p>	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.</p> <p>Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	2, 3, 5
<p>Developing independent learning strategies – making learning explicit and teaching specific strategies to set goals, monitor and evaluate their own learning.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1, 2, 3, 5, 8

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

Budgeted cost: £15,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing cost of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, e.g. Talkboost, NELI, and provision of release time, training and ongoing CPD for staff delivering the programme	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 5, 8
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  Small groups and 1:1	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
Termly pupil progress meetings held to review individual children's attainment and progress and ensure the early identification of children requiring additional support takes place; children targeted for intervention appropriately.  Teacher release cost.	The EEF Guide to Pupil Premium reports that evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.	3, 8



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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving parental engagement through invitations into school for stay and learn in classes	Evidence suggests that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 4, 5, 6, 7, 8
One Attendance lead monitors attendance fortnightly to ascertain groups of children and individuals at risk of persistent absence. Attendance lead works with the EWO to send letters to parents informing of risks.  One Attendance lead monitors attendance weekly and provides early intervention group activities in school to encourage attendance – including rewards for improvements.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	3, 6, 7, 8
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Lunchtime nurture group sessions to support children who struggle during unstructured times to share and develop friendships across KS1 and KS2.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	3, 7, 8
Supplementing school trips and experiences, giving all children the opportunity to	School is aware that some children have limited experiences beyond their home life and immediate community.	3, 4, 8

participate in activities that enhance and broaden their learning experiences.	Out of school activities enrich children's learning and children speak enthusiastically about experiences from previous years, helping to embed the learning.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

**Total budgeted cost: £87,320**

## 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 2024 to 2025 academic year.

Statutory results during 2024/25 show that the performance of disadvantaged pupils remains lower than non-pupil premium in key areas of the curriculum. This is impacted mostly by pupils who have SEN needs and are disadvantaged.

#### **Early Years**

50% of disadvantaged children in Reception achieved GLD. Although this is in line with National it is still lower than their non-disadvantaged peers (90%).

#### **Phonics**

78% of year 1 disadvantaged children passed the phonics screening check. This was above the National figure (67%) but below non-disadvantaged (84%).

100% of year 2 disadvantaged children passed the phonics screening re-check. This was above non-disadvantaged (96%).

#### **End of Key Stage 2**

##### Reading

45% of disadvantaged children met the expected standard and above. This is an improvement on last year.

##### Writing

45% of disadvantaged children met the expected standard and above. This is an improvement on last year.

##### Maths

36% of disadvantaged children met the expected standard and above. This is an improvement on last year.

The investment in the new phonics scheme (Little Wandle) has had a positive impact on attainment for disadvantaged children as well as non-disadvantaged.

Attendance of disadvantaged children (92%) was below non-disadvantaged (95%).

We continue to offer our nurture breakfast club for pupils requiring support for social and emotional needs, this includes several pupils deemed 'disadvantaged'. In particular, for those children deemed at risk of being persistently absent. Emotional and social support is provided to pupils at lunchtime by way of a nurture group. Records of support are held on our online safeguarding platform.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Pupil behaviour continues to improve.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium was used to subsidise individual music tuition, residential visits, day trips and visits.
What was the impact of that spending on service pupil premium eligible pupils?	All pupils were able to access planned visits for their year groups and pupils in eligible year groups have signed up for the next residential visit. Pupils in the correct year groups have been able to access individual music tuition.

## Further information

This strategy is kept under permanent review in order to provide flexibility of approach dependent on the needs of the cohort and to respond to the impact of actions taken.