

Pupil premium strategy statement 2021 - 24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
School name	Bedlington West End Primary School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	16-12-21
Date on which it will be reviewed	15-12-24
Statement authorised by	Joanna Ward
Pupil premium lead	Joanna Ward
Governor / Trustee lead	Strategic Direction Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,210
Recovery premium funding allocation this academic year	£10,875
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	£101,085

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 attainers.

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 at the same time will 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	On entry Reception data demonstrates that, between 0% to 31% of our disadvantaged pupils arrive below age-related expectations compared to 18% to 60% of other pupils.
4	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
5	Social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 3 pupils (2 of whom are disadvantaged) are currently accessing support in alternative provision and a further 15 require additional support with social and emotional needs, including referrals to outside agencies. 11 children (6 of whom are disadvantaged) receiving individual support or small group interventions.
6	There is a difference of between 8% of non-disadvantaged and 19% of disadvantaged pupils who are 'persistently absent' during the COVID period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	All pupils have fallen behind their expected trajectory in writing from their starting points because of missed learning during the pandemic and disadvantaged pupils have been disproportionately impacted. On entry and tracking data indicate that disadvantaged pupils are less successful in developing the writing skills expected for their age and stage of development throughout their primary school career.
8	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.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved attainment in writing for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged
	<p>pupils and their non-disadvantaged peers being reduced by 2% to 3%.</p> <ul style="list-style-type: none"> • 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.

<p>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> <p>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.</p>
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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: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4, 7
<p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p><i>We will purchase resources and fund ongoing teacher training and release time.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and to access support from our local authority Maths adviser, Maths Hub resources and CPD .</i></p> <p><i>Purchase of a proven core maths curriculum, e.g. White Rose, and teacher release time for training and ongoing CPD.</i></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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p><i>Improve the quality of social and emotional (SEL) learning.</i></p> <p><i>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5

<p><i>Implement actions from the Improving Literacy in KS1 and KS2 documents from the EEF to improve the quality of writing, including handwriting.</i></p> <p><i>Review of our core writing and handwriting curricula. On going training and CPD to develop staff knowledge and skills. Purchase of</i></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>	7
<p><i>resources. Use of online training platforms, e.g. National College</i></p>	<p>Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Review provision of effective feedback 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	3,7

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

Budgeted cost: £ 33,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase 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</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p><i>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. An academic mentor on a full time basis and two tutors employed on a part term basis 0.1 each.</i></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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

<i>Individual pupils accessing Catch up literacy to accelerate reading progress for targeted pupils who are not progressing in line with expectation from starting points. A significant number of these pupils will be disadvantaged.</i>	Catch up literacy has a proven record of success in our school over the last three years.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving parental engagement	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	8
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

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.	All
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Total budgeted cost: £101,085

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 2022 to 2023 academic year.

Statutory results during 2022/23 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. However, in most areas the attainment of disadvantaged children is higher than in 2021-22.

Early Years

50% of disadvantaged children in Reception achieved GLD (63% in 2022).

Phonics

63% of year 1 disadvantaged children passed the phonics screening check (44% in 2022).

100% of year 2 disadvantaged children passed the phonics screening re-check (0% in 2022).

End of Key Stage 1

Reading

56% of disadvantaged children met the expected standard and above (36% in 2022).

Writing

44% of disadvantaged children met the expected standard and above (36% in 2022).

Maths

67% of disadvantaged children met the expected standard and above (63% in 2022).

End of Key Stage 2

Reading

40% of disadvantaged children met the expected standard and above (43% in 2022).

Writing

70% of disadvantaged children met the expected standard and above (43% in 2022).

Maths

50% of disadvantaged children met the expected standard and above (29% in 2022).

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 (90.8%) was significantly below non-disadvantaged (94.5%).

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 from our Inclusion Mentor. 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 used 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 last year has greatly improved.

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 and brass ensemble lessons.

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.