

Pupil premium strategy statement 2023-24

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	West Hampstead Primary School
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	44% (172 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 - 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sam Drake, Headteacher
Pupil premium lead	Hannah Bones, Deputy Headteacher
Governor / Trustee lead	Hannah Blausten, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,605
Recovery premium funding allocation this academic year	£30,000
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	£272,605

Part A: Pupil premium strategy plan

Statement of intent

At West Hampstead Primary School, we intend for all of our staff and pupils to encompass our 5 school values: *resilience, responsibility, aspiration, consideration and community*. We proactively teach our children how to embody these values and aspire for them to leave us in Year 6 demonstrating these values as they move into secondary school and beyond. It is imperative to us that our children who are disadvantaged encompass these school values so we can improve their life chances. We intend to do this by:

Resilience: our children are able to demonstrate resilience through their daily school lives so that they are able to make progress and achieve highly, irrespective of their background or the challenges they face. Our staff are relentless in their drive to improve outcome for pupils, prioritising those who are disadvantaged.

Responsibility: we as a staff community know it is our responsibility to ensure all of our children achieve well. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We, as professionals, will ensure we continue to develop and improve in order to help our most vulnerable children. High-quality teaching 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.

Aspiration: we will ensure that we are aspirational for all of our children, not placing a ceiling on them and always having high expectations. We will also encourage our children to be aspirational through trips, visits and experiences enhancing their cultural capital.

Consideration: we will consider the challenges our children face and ensure we are responsive to individual needs, no matter a child's starting point.

Community: we will instil a sense of belonging into all of our children; West Hampstead is a place of safety, care and learning for our pupils and staff. We will work together with our children, our families, our staff and governors to ensure the attainment of our disadvantaged children is at the forefront of our agenda.

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.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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	In almost all cohorts across the school, disadvantaged children are more likely to have lower starting points in all core subjects. This includes starting points for the prime areas on entry to EYFS. For example, historically, on entry to Reception, 44% of

Challenge number	Detail of challenge
	<p>disadvantaged children arrived below age-related expectations in speaking compared with 38% of non-disadvantaged children.</p> <p>This difference in starting points is evident in children's learning in the classroom, in teacher assessments of children's attainment, and in children's oracy and expressive language.</p> <p>As a result of these lower starting points, many disadvantaged children have gaps in their knowledge, skills and vocabulary from earlier years which make it harder for them to make good progress against their current year group curriculum.</p>
2	<p>Disadvantaged children are less likely than others to be on track in learning phonics at EYFS and KS1, based on teacher assessments, observations and discussions with children. This has a negative impact on their development as readers and writers.</p>
3	<p>Assessments and observations indicate that education and wellbeing of many disadvantaged children has been negatively impacted by school closures relative to other children. This matches the pattern indicated in national studies.</p> <p>This has led to gaps in knowledge, skills and vocabulary for many disadvantaged children and has had a particular impact in Writing (throughout the school) and maths (in KS2, particularly lower KS2).</p>
4	<p>Disadvantaged children are less likely than others to be engaging fully with home learning, in particular regular practice of reading age-appropriate books and completing Maths activities designed to reinforce key skills and develop fluency. This is indicated in observations and discussions between staff and children.</p> <p>As a result, disadvantaged children are less likely to have developed fluency in their reading and in their recall of key mathematical facts. This has a negative impact on their ability to make good progress against their current year group curriculum.</p>
5	<p>Assessments and observations indicate that disadvantaged children are less likely to have a good level of knowledge and understanding in Science and the Foundation subjects.</p> <p>As a result, disadvantaged children are less likely to be able to make links within and between subject disciplines to make good progress against the current year group curriculum and to develop their cultural capital.</p>
6	<p>Our attendance data over the 2022-23 academic year indicated that attendance among disadvantaged pupils has been around 2% lower than for non-disadvantaged pupils. For the 2022-23 academic year attendance for pupil premium was 92.49%, and attendance for other children was 94.96%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 achieve and maintain high phonics outcomes for pupils at the end of Year 1.	Year 1 phonics outcomes for 2023/24 show that disadvantaged pupils are achieving in line with national expectations.
Improve writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that disadvantaged pupils are achieving in line with national expectations.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/24 show that disadvantaged pupils are achieving in line with national expectations.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that disadvantaged pupils are achieving in line with national expectations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-24)** to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£156,294 (23-24 academic year)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly assessment cycle including moderation and pupil progress meetings, including support from deputy headteacher and headteacher during these meetings.	Hipkins and Robertson, 2011 – “effective leadership of moderation meetings can provide the space for teachers to reflect on their own current content knowledge as well as learn from the knowledge and reasoning of others.”	1, 2, 3
CPD for all teachers around developing consistent and high-quality teaching and learning across the school through the development of school-wide teaching standards.	Hamre & Pianta, 2005 - “In the classrooms of the most effective teachers, students from disadvantaged backgrounds, learn at the same rate as those from advantaged backgrounds” Consistency with high-quality teaching and learning in every classroom is imperative to ensuring disadvantaged children achieve well.	1,2,3,7
Termly professional development sessions for each teacher to develop high-quality teaching.	EEF - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,7
Weekly planning support during PPA time by SLT.	As above to ensure key messages are repeated and implemented into practice.	1,2,3,7
Half-termly team-teaching with an experienced member of SLT for teachers with a focus on responsive teaching for disadvantaged children.	The Early Career Framework dictates that: <i>Adaptive teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career-Framework-April-2021.pdf Professional development should focus on specific mechanisms, (e.g. responsive teaching) develop teaching techniques and embed practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	All
Purchase, implement and monitor the impact of Little Wandle Letters and Sounds Revised, DfE validated	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ongoing spending on staff training, release time and resources will be required throughout this 3-year plan.</p>	<p>comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Provide specialist Art and Physical Education provision to support the development of: Cultural capital Creativity Spatial Awareness Children’s ability to practice, reflect on strengths and areas of improvement</p>	<p>There is a moderate evidence base suggesting that participation in arts activities can have a moderate impact on outcomes in the core subjects. Arts Participation Toolkit Strand Education Endowment Foundation EEF</p> <p>There is a moderate evidence base suggesting that participation in physical activity can have a small impact on outcomes in the core subjects. Physical Activity Toolkit Strand Education Endowment Foundation EEF</p> <p>Both of these activities have value in and of themselves, beyond their impact on Maths or English outcomes.</p>	1, 3, 5
<p>Enhancement of our maths teaching and curriculum planning, using the MyMastery approach and materials and resources from NCETM. Release time for Maths subject leader and other staff to embed key elements of the approach across the school.</p>	<p>There is an evidence base suggesting that a Mastery learning approach can have a high impact on outcomes, especially in Maths and in the Primary phase. Mastery Learning Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4
<p>Deputy Headteacher to take the lead role as pupil premium lead, including diagnosing pupil need, overseeing teaching and learning, assessment, data and professional development.</p>	<p>“...getting the most out of the Pupil Premium requires careful consideration and planning. Strategies for managing Pupil Premium spend must be clearly defined and responsive to the particular needs of individual schools and specific pupils. Robust, ongoing analysis and assessment is central to developing a strategy that is fit for purpose. This alone makes sure that priorities are properly diagnosed and that the impact of any measures adopted as a result can be accurately monitored.”</p> <p>“School leaders should continually monitor the progress of their Pupil Premium strategy so that the approach can be adapted when and where appropriate.”</p>	All

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
Whole staff training on the school's Curriculum, focused on ensuring that progression across the Key Stages is clear, and develops long-term retention in children, and that the curriculum is adapted to match the needs and starting points of individual pupils	Evidence from cognitive science suggests that the development of long-term memory is key to support thinking (Clark, Kirschner and Sweller, 2012) and that we learn new things in the context of what we already know (Willingham, 2009).	5

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

Budgeted cost: **£75,487 (23-24 academic year)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Targeted teaching assistant interventions for disadvantaged pupils with learning gaps	There is moderate evidence that teaching assistants delivering targeted intervention programmes has a moderate impact on children's progress. The evidence shows the best impact is seen when TAs are putting in place a clearly specified approach which they have been trained to deliver. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4

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

Budgeted cost: **£40,824 (23-24 academic year)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school, repeated annually.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Fund a full-time attendance officer to improve attendance.	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

Total budgeted cost: £272,605

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.

Intended outcome 1: Improved language skills and vocabulary among disadvantaged pupils Assessments and observations indicate that language skills improved for disadvantaged pupils continue to improve. Observation from external visitors noted that our teachers, ‘...use and model subject specific vocabulary to deepen pupils’ language skills. Consequently, pupils use the vocabulary well and discuss their learning confidently.’
Intended outcome 2: Improved phonics attainment for disadvantaged pupils at the end of Y1 In May 2023, 79% of disadvantaged pupils in Y1 met the expected standard in the phonics check, up 6% from 2022 and above national data for phonics in 2023.
Intended outcome 3: Improved reading attainment for disadvantaged pupils at the end of KS2. At the end of 2023, the reading attainment gap had grown between disadvantaged pupils and other pupils.
Intended outcome 4: Improved maths attainment for disadvantaged pupils at the end of KS2. At the end of 2023, the maths attainment gap had grown between disadvantaged pupils and other pupils.
Intended outcome 5: Improved attendance for disadvantaged pupils. For the 2022-23 academic year attendance for pupil premium was 92.49%, and attendance for other children was 94.96%. This gap of 2% is an increase on the previous year.

Externally provided programmes

Programme	Provider
Phonics	Little Wandle Letters and Sounds revised
Maths	My Mastery

Service pupil premium funding (optional)

Measure	Details
N/A	N/A – no pupils on roll are in receipt of the Service Pupil Premium.

Further information (optional)

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <p>Weekly 1:1 tuition for all children in Y5 during 22-23 academic year with an experienced teacher – funded through a grant from the Richard Reeves foundation. EEF evidence suggests 1:1 tuition can have a high impact for moderate cost.</p> <ul style="list-style-type: none">● <i>embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</i> <p>Planning, implementation, and evaluation</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.</p>

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.