

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
School name	West Hampstead Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sam Drake, Headteacher
Pupil premium lead	Jim Roebuck, Deputy Headteacher
Governor / Trustee lead	Hannah Blausten, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,545
Recovery premium funding allocation this academic year	£23,345
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	£243,890

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 our Recovery and Catch Up provision 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	<p>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, on entry to Reception in 2021, 60% of disadvantaged children arrived below age-related expectations in Listening, Attention and Understanding compared with 43% of all 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</p>

Challenge number	Detail of challenge
	against the current year group curriculum and to develop their cultural capital.
6	<p>Our attendance data over the 2020-21 academic year indicates that attendance among disadvantaged pupils has been around 2% lower than for non-disadvantaged pupils.</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
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 phonics attainment for disadvantaged pupils at the end of Y1	Y1 Phonics screening outcomes in 2023/24 show that the percentage of disadvantaged pupils meeting the expected standard is in line with the national average for all children.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/24 show that the progress made by disadvantaged children is in line with progress made by all children nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that the progress made by disadvantaged children is in line with progress made by all children nationally.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> 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 (2022-23)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£54,000 (22-23 academic year)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular dedicated release time for professional development (3 sessions per half term) for all teachers; focus on individually identified objectives linked to whole school improvement priorities.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes, greater than other interventions such as performance-related pay or lengthening the school day.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>1, 2, 3</p>
<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>	<p>1, 3</p>
<p>Purchase, implement and monitor the impact of Little Wandle Letters and Sounds Revised, DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing spending on staff training, release time and resources will be required throughout this 3 year plan.</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>	<p>2</p>
<p>Provide specialist Art and Physical Education provision</p>	<p>There is a moderate evidence base suggesting that participation in arts</p>	<p>1, 3, 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>to support the development of:</p> <ul style="list-style-type: none"> ● Cultural capital ● Creativity ● Spatial Awareness <p>Children’s ability to practice, reflect on strengths and areas of improvement</p>	<p>activities can have a moderate impact on outcomes in the core subjects.</p> <p>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.</p> <p>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>	
<p>Enhancement of our maths teaching and curriculum planning, using the MyMastery approach.</p> <p>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.</p> <p>Mastery Learning Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4
<p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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

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

Budgeted cost: **£175,970** (22-23 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
Reduced class sizes for core subject learning in key year groups	There is evidence that reducing class sizes has a small positive impact on outcomes for children. However, there is also evidence that individualising instruction has a more substantial impact on progress. Smaller teaching groups for core subjects in key year groups enables our teachers to take a more individualised approach. Reducing class size Toolkit Strand Education Endowment Foundation EEF Individualised instruction Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4

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

Budgeted cost: **£45,824** (22-23 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.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
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
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: £275,794

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 2021 to 2022 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than 2018 but slightly higher than in 2019. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Google Classroom, live teaching sessions, targeted online small group work and additional materials provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. As a result, we implemented a whole school initiative called No Child Left Behind. The aim was to narrow the gap for all children but with a focus on disadvantaged children. They were targeted through QFT and additional interventions. The impact of the initiative was measured on children maintaining progress or making expected or better progress. This was successful for 89% EYFS, 84% of KS1 and 77% of KS2. In addition, we used pupil premium funding to provide wellbeing support for all pupils, and provide targeted interventions such as small group tuition with additional teachers to close gaps in learning where required. We are building on that approach to close the gaps for disadvantaged pupils with the activities detailed in this plan.

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

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.

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.