

Pupil premium strategy statement

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	Western House Academy
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024, 2024 – 2025, 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Coral Snowden

Pupil premium lead	Rob Jones
Governor / Trustee lead	Eleni Kelly (link Governor for PPG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,320
Recovery premium funding allocation this academic year	£15,080
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	£166,400

Part A: Pupil premium strategy plan

Statement of intent

At Western House Academy, we are striving to support all children who are eligible for the Pupil Premium Funding to thrive by identifying their individual needs. Our primary aim is to ensure that children entitled to the funding are given the opportunity to succeed in school both academically and as a whole child which aligns with our whole school ethos to develop the whole child and ensure they are ready for the next stage in their education.

We use academic research to design and assess the impact of our interventions as well as professional discussion and curiosity with colleagues both within our multi academy trust and beyond.

To help reduce the attainment gaps between disadvantaged and non-disadvantaged children at Western House Academy we want to ensure quality first teaching in all lessons. Therefore, we offer teachers targeted support within their classrooms as well as high quality continuous professional development throughout the year.

Historically, we have seen the impact that targeted interventions can have on disadvantaged children. Therefore, considerable time and resource will continue to be used to support children in small groups across different curriculum areas, as we know that research shows this to be a high impact strategy.

At Western House Academy, we find that many of the barriers to learning which our pupil premium children encounter are not within school and often come from other areas of their life. This has been identified as a nationwide issue, which is entrenched deeply in our communities. Due to this we ensure that there is additional, consistent support for the emotional and well-being of these children. To support with this, we have started to restructure and re assess our deployment of support staff by implementing an 'inclusion team' for our children and families to support them with these specific barriers to learning.

The impact of the expenditure of pupil premium funds is measured rigorously by the senior leadership team with one member specifically appointed to track this throughout the year. The impact of interventions is monitored throughout the year, discussed with team leaders and in termly assessment review meetings.

Challenges

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

Challenge number	Detail of challenge
1	Children entering EYFS lower than national average academically and also relating to their social interaction and language development.
2	The attainment gaps between pupil premium and all, including the children working at 'greater depth'.
3	Lack of aspirations and limited opportunities and experiences from home.
4	Parental capacity to support their children due to vulnerability factors and home circumstances.

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 lower the gap between disadvantaged and non-disadvantaged children.	For the outcomes of pupil premium children to be in line with the percentage for all or for there to be no more than 5% gap between disadvantaged and non-disadvantaged.

<p>To improve quality of teaching and learning through quality first teaching - scaffold and stretch.</p>	<p>All teachers to have received relevant and up to date CPD to support them in these areas. This includes external experts in this area and research based webinars from recognised sources such as 'The National College.'</p> <p>Analysis of monitoring of lessons, children's completed tasks and pupil voice will show impact.</p>
<p>To increase the number of children working at 'greater depth' in Reading, Writing and Maths.</p>	<p>The 'greater depth' outcomes of pupil premium children in Reading, Writing and Maths to be broadly in line with their peers with no more than a 5% gap.</p>
<p>To accelerate the progress of children in our Reception setting from their low starting points to achieve in line with National expectations.</p>	<p>Teachers to have CPD in line with the updated EYFS guidance. Increased staffing ratios to allow for greater opportunities to develop language and social interaction. CPD given to ensure provision in place matches the needs of the children and encourages purposeful outcomes.</p> <p>Children will achieve at National expectations.</p>

To support the development of whole child using in school support

Children identified to work with qualified Child and Family Support Worker and Inclusion HLTA.

All support provided will be recorded and communicated to the Senior Leadership Team.

School to continue to fund training for trained ELSA staff and Mental Health First Aiders. School to run the ELSA programme to support our most vulnerable children. Child and Family Support Worker implements and manages a pupil led 'Peer Mentor' and 'Buddy' system to support children on the playground.

Whole school approach to behaviour management to change and adopt a 'trauma based emotion coaching' approach.

This will improve children's well being and readiness to learn.

To improve participation from families, especially the most vulnerable, to help improve the child's learning.

Families will attend parental support sessions and workshops. These workshops will focus on parenting and raising awareness of local support services. This will be particularly pertinent to many of our families who will be impacted by the stark cost of living and energy price increases.

Gather data on parental views through questionnaires which will show increased impact of parents ability to support the children at home - both academically and pastorally.

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: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To give CPD on quality first teaching and scaffolding.- scaffold and stretch</i>	EEF acknowledges that CPD can improve teacher practice and can have significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes.	1 & 2
<i>To give CPD on quality cultivating and maintaining children working at greater depth.</i>	EEF acknowledges that CPD can improve teacher practice and can have significant effect on pupils' learning outcomes. Teacher's will be given opportunities to develop their knowledge and understanding of cognitive and metacognitive strategies that can be applied in the classroom setting for extending pupil outcomes to 'greater depth'.	1 & 2
<i>SLT and middle leadership monitoring of teaching and learning throughout the school and offer coaching and mentoring to measure the impact of that.</i>	Support for teachers can have a positive impact on the teacher level outcomes thus having a positive impact on children's learning and outcomes.	1 & 2

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted teacher led before and after school tuition sessions.</i>	Research from the Sutton Trust suggests that this can add 2 months onto a child's progress.	1 & 2
<i>Targeted HLTA led sessions in the school day. These are known as 'Identify and Respond' sessions.</i>	<p>Research has acknowledged that the most effective intervention are activities that happen promptly.</p> <p>Class teachers identify pupils who require additional reinforcement or pre teaching in a session and qualified HLTAs work with these pupils following the session the same day.</p>	2
<i>Family Support Worker and EYFS lead to hold a series of workshops inviting parents to understand how their children learn and how they can support them at home.</i>	The EEF states that parental engagement in early years education can have approximately four additional months' progress over the course of the year with more targeted approaches, targeting specific families helped children to make the most progress. EYFS interventions can add 5 months progress.	1, 3 & 4

<p><i>Targeted intervention for Year 6 pupils to use in school and at home. This focuses on assessment style questioning in Reading, Maths and SPAG and allows us to analyse and monitor the progress made.</i></p>	<p>The DFE and EEF recognise that this level of individual analysis helps build pupil confidence and also identifies gaps in learning - this links specifically to the targeted tutoring that is running alongside as the smaller group size allows for high quality and individualised feedback which is essential to a pupil's progress.</p>	<p>2 , 3 & 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family support worker and Inclusion HLTA to work with families who need extra support for social and emotional wellbeing both directly and through workshops.</i></p>	<p>The EEF suggests that support with behaviour and emotional needs can accelerate learning by 3 months.</p> <p>The EEF states that parental engagement can add four months of progress to a child's learning. They also suggest that the biggest impact is when the children are in EYFS and will be closely associated with children's subsequent academic success.</p>	<p>1, 2, 3 & 4</p>
<p><i>Training new staff and updating the training of current staff in ELSA and Mental Health first aiders</i></p>	<p>The EEF highlights that interventions which target social and emotional learning can add 4 months progress. They can have a valuable impact on attitudes to learning and social relationships in school.</p>	<p>2, 3 & 4</p>

<p><i>Provision of before and after school club care for vulnerable families</i></p>	<p>Increased support from school should positively impact parental engagement which can in turn positively impact children's learning.</p>	<p>2 & 4</p>
<p><i>Provision for necessary resources and experiences (such as school uniform / trips) for families who are struggling to provide these themselves.</i></p>	<p>The general belief is that uniform helps to support the whole school ethos.</p> <p>Our communication with the parents of our most vulnerable children in the recent climate of increased cost of living and rising energy cost have shown us that financial problems are prevalent and therefore a factor when trips and experiences are organised at school. The previous EEF 'Big Lockdown Parenting Survey' and the now normal reliance of digital and online learning our parents are in need of financial and resource support to ensure their children have the same opportunities as their peers.</p>	<p>2, 3 & 4</p>

Total budgeted cost: £ £170,000

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 2020 to 2021 academic year.

The strategies and actions used to support academic attainment and progress have been used in both teacher intervention and small group teaching. This additional support has been successful in ensuring pupils' core skills are strengthened.

Additional support was embedded through teacher and support staff led tuition groups, across all year groups. As EEF research suggests, these small group and 1:1 tuition sessions had a great impact with our most vulnerable children. Feedback from teachers indicated that these sessions allowed them to directly address any gaps recognised from whole class sessions and also gave an opportunity to pre teach future topics.

Particular success was observed in Year 6 from Autumn baseline to end of year results with children attaining expected standard or better:

Subject	Autumn Baseline	End of Year 6
Reading	7%	77%
Writing	63%	78%
Maths	21%	78%
Grammar	44%	88%

It was notable that there was no significant gap between our 'All' and 'PPG' groups although it was not within 5% as targeted. This shows that whilst strategies have been growing in success, there is still a need to reassess and embed strategies to ensure full systemic change.

The following data shows results from Autumn baselines for other key assessment points across the school:

Rec GLD	Autumn baseline	End of Reception
	33%	43%

Year 1 Phonics	Autumn baseline	End of Reception
	87%	87%

A focus moving forward will be ensuring that those children moving from EYFS to KS1 who did not achieve GLD receive appropriate support and guidance, particularly in the core areas they did not secure.

The whole school phonics scheme (Essential Letters and Sounds) continues to be a success for the school. The PPG children achieved above National and there was only a 2% gap between them and ALL.