

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Leigh Junior School
Number of pupils in school	527
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mark Aggus
Pupil premium lead	Candy London
Trustee lead	Nicole Ramsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42, 920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4, 569
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	£47, 489

Part A: Pupil premium strategy plan

Statement of intent

At West Leigh Junior School we have high expectations of all our pupils. We firmly believe that with high quality teaching and effective engagement from parents every child can meet their academic potential. We are also passionate about the children's social and emotional development and believe that all children should be offered opportunities to ensure that they leave our school with high aspirations for their future.

Our curriculum is bespoke and allows children to make progress in a variety of ways. We do not limit the opportunities provided to children eligible for the Pupil Premium but offer a whole school approach.

Due to the small percentage of children who receive the Pupil Premium Funding it is more effective for us to concentrate on a bespoke programme for each child when necessary. Barriers range from not making expected or accelerated progress in writing to lower attendance when compared with that of the rest of the school. We also have a small number of children who benefit from the allocation of Pupil Premium Funding to allow them to take part in all educational visits and attend extra-curricular clubs. Because of our individualised approach to the Pupil Premium Funding, a range of methods are taken into account when budgeting for the forthcoming year.

Challenges

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

Challenge number	Detail of challenge
1	Achievement in writing: children making below average progress in writing when compared to the rest of the school.
2	Average attendance of children in receipt of pupil premium funding is 1.4% lower than the average for non-pupil premium children.

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
------------------	------------------

Pupils reach their full potential in writing.	Children in receipt of pupil premium funding make at least expected progress in writing.
Pupils attend school, ensuring continuity of the curriculum, academic success and increased participation/interaction in class.	Average attendance of children in receipt of pupil premium funding is equal to or greater than the average of non-pupil premium children.
Pupils feel part of school life, and are involved with extra-curricular activities that help them develop their skills and talents.	Attendance of children in receipt of pupil premium funding is in line with the rest of the school.

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: £ 20, 843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly Pupil Progress Meetings.</p> <p>Teacher and principal, together with the SENCo when appropriate, discuss each child's progress and any barriers. Strategies put in place / adapted and subsequently monitored.</p>	<p>Close monitoring of children's progress and potential barriers to learning to ensure appropriate support is put in place (interventions, pastoral support etc).</p>	<p>All</p>
<p>Quality First Teaching through effective support, planning, monitoring and incremental development.</p> <p>This element of the strategy involves:</p> <ul style="list-style-type: none"> • Vice-Principal for Learning and Teaching working with specific teachers and/or year groups to improve the quality of teaching and learning. • Releasing Subject Leaders to plan highly effective sequences of learning in their subjects and to follow up with monitoring and support for colleagues. • Releasing staff to observe best practice. 	<p>Improving teachers and their impact on learning is a priority for the school; we know that Quality First Teaching makes the greatest difference for all pupils (Muijs & Reynolds 2011).</p>	<p>All</p>

Leadership time for the English lead to support the teaching and learning of writing across the school.	Research shows that good teaching has the biggest impact on disadvantaged children. Sutton Trust – the effects of high-quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).	1
ECT Induction Tutor – Vice-Principal for learning and teaching is responsible for training our ECT to a high standard. This year the school has 1 first year ECT.	Research shows that good teaching has the biggest impact on disadvantaged children. Sutton Trust – the effects of high-quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).	1

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

Budgeted cost: £ 8215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teachers (English lead N. Bemister and C. Styles) to deliver high quality writing interventions.	EEF Toolkit: Providing intensive individual support - + 5 months. EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months.	1
Nessy and SNIP programmes used to target spelling for children not making progress in phonics or not proficient in common exception words.	EEF Toolkit: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Nessy research programmes: After 6-9 weeks of use, students using Nessy Reading and Spelling scored 73.26% higher in Oral Reading Fluency (ORF). Students using Nessy Reading and Spelling also scored 14.4% higher in single word reading than non-Nessy users.	1
Small groups phonics tuition led by a phonics specialist LSA.	EEF Phonics: Phonics has a positive impact on learners based on very extensive evidence. Learning that matches the children's level of skill and knowledge and is explicit and systematic makes a	

	significant difference.	
--	-------------------------	--

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

Budgeted cost: £18476

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA (C. Ling) to be trained as 'ELSA' (Emotional Literacy Support Assistant). They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.	ELSA Project is an Educational Psychology led intervention that is evidence based. Evaluation reports detailing its positive effects with resilience, engagement and self-esteem can be found here: Evaluation Reports – ELSA Network	All
Pupil and parent Support Worker to work with children and families to identify and overcome barriers to attendance. Create bespoke approaches depending on the 'push' and 'pull' factors affecting attendance for each child.	NFER research states the importance of positive relations between school and home and the important role which schools play in enabling access to external agencies to support vulnerable families.	2
Attendance is monitored (Insight) with half termly breakdown shared with SLT. Increased profile in school of attendance. Letters sent to parents of children whose attendance is a concern and subsequent meeting arranged. Attendance incentive implemented to encourage 100% attendance each half term with children awarded with being 'first to lunch' if their class has the highest attendance.	Disadvantaged pupils typically have poorer attendance than non-disadvantaged pupils. NFER research identifies addressing attendance as a key step in improving attainment.	2

<p>Bespoke support towards all extra-curricular activities including (but not limited to) visits, music lessons, residential, clubs</p>	<p>The EEF found that there is evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention in addition to academic attainment.</p> <p>The EEF state that 'there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond' Arts approaches have significant positive impact on attainment: Arts participation EEF</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development and therefore some effect of attainment too: Physical activity EEF</p>	<p>All</p>
---	--	------------

Total budgeted cost: £47, 489

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 2023 to 2024 academic year.

Below are the previous intended outcomes for 2023-24 with an impact statement.

Previously looked after children make progress across the curriculum

% Previously LAC making appropriate progress in writing	% Previously LAC making appropriate progress in reading	% Previously LAC making appropriate progress in maths
100% (2/2 pupils)	50% (1/2 pupils)	100% (2/2 pupils)

Children that did not make appropriate progress have had regular intervention and support. Individual cases have meant that a further barrier to learning has been evident.

Pupils can access learning: their social and emotional needs are met

A regularly reviewed timetable for the pupil and parent support worker was in place throughout the academic year 2023/24. This ensured social and emotional needs of pupils was met. Class teachers and LSAs also worked with pupils to ensure all pupils were in a position to learn. Meetings were held between the pupil and parent support worker and the executive headteacher/principal if attendance was lower than expected to ensure this increased.

High attaining children meet their full potential

(Based on internal data – no KS1 data available due to Covid)

% GDS reading in KS1 converting to GDS in KS2	% GDS writing in KS1 converting to GDS in KS2	% GDS maths in KS1 converting to GDS in KS2
100% (1/1 pupils)	100% (1/1 pupils)	50% (1/2 pupils)

Although the percentage of high achievers meeting their true potential is high, more work can continue in ensure high achievers from a disadvantaged background meet their true potential if they were identified as being a high achiever in KS1. Children who did not make accelerated progress received intervention and support, including 1:1 support from our MAT behaviour team.

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)