

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the) 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 outcomes for disadvantaged pupils last academic year.

From September 2022, a three-year plan was implemented. This will be reviewed annually or revised if there are significant changes to funding or provision.

Date of review: December 2023 Review amendments shown in green text.

School overview

Detail	Data
School name	West Cliff Primary School
Number of pupils in school	Dec 22 188 + nursery Dec 23 181 + nursery
Proportion (%) of pupil premium eligible pupils	Dec 22 27% Dec 23 27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023 December 2024
Statement authorised by	K Hird
Pupil premium lead	K Hird
Governor / Trustee lead	S Hesketh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	22/23 £68744 23/24 £74837
Recovery premium funding allocation this academic year	22/23 £6670 23/24 £5766.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	22/23 £0 23/24 £0
Total budget for this academic year	22/23 £75414 23/24 £80603.75

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities that enable them to fulfil their potential and be happy.

Challenges

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

Challenge number	Detail of challenge
1	Many children are struggling emotionally as a result of unstable family situations. Social, emotional and mental health needs continue to be a challenge for many of our children.
2	Data analysis shows that attainment in writing is a key barrier.
3	Attendance of some of our vulnerable learners continues to be below average. This continues to be the case.
4	Children have missed out on experiences that would widen their horizons. This continues to be the case.

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
PP children to become more resilient and able to concentrate on learning	All PP children (without SEND) to reach ARE by 2025
Improved attendance for PP children	Attendance of ALL PP children to reach at least 96%
PP children have opportunities that will widen their vocabulary and improve writing	All PP children take part fully in all trips including residential ones

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 - CPD

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle training to address gaps in phonics	DFE approved	2
Staff training re embedding Mastery Maths, including an oracy approach.	DFE Maths Hub	2
Work with English Hub to further embed Little Wandle, including targeted phonics intervention	DFE English Hub	2
Coaching support for staff delivering Little Wandle, from Early Reading Lead	DFE approved programme, supported by English Hub	2
Staff training on writing	DFE English hub	2
Staff training on behaviour management	Educational Psychologist using evidence-based approaches	1, 3
Staff training on preventing and managing challenging behaviour and physical intervention skills	Securicare (delivered by Scarborough Teaching Alliance)	1
Reading Project for Year 6	Wolverhampton Reading Project	2
Primary Science Quality Mark training and award	Accredited programme, research evidence by RAND	4
Artsmark training and award	Arts Council England	4

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

Budgeted cost: £ 48000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to address emotional and behavioural needs	Improving Social and Emotional Learning in Primary Schools - EEF	1
Additional support staff to address specific academic gaps	Research School – and use of interventions from EEF research DfE English Hub – phonic intervention	2
Staff to deliver before and after school provision	EEF	1, 3

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

Budgeted cost: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT has dedicated time to liaise with vulnerable families, eg attendance, Early Help, etc.	EEF	3
Residential trips are subsidised for PP children	EEF	4
Breakfast club subsidised for some PP children	EEF	1, 3, 4
After school activities subsidised for some PP children	EEF	1, 3, 4
All classes spend time learning outdoors throughout the school year	DfE, Natural England, Defra – ‘Children and Nature Programme’	4

Boxall Profile subscription	Nurture UK	1, 3
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Total budgeted cost: £ 81000

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.

Pupil premium funding enabled staff to engage with training from Little Wandle, the English Hub and the Maths Hub, as well as CPD sessions delivered by our link Educational Psychologist. This led to an increase in staff knowledge, skill and confidence in relation to quality first teaching and additional intervention, both academic and to meet SEMH needs. Monitoring showed that these professional development opportunities led to improved outcomes for pupils, including 81% achieving 'Good Level of Development' in EYFS, including in reading and writing; and 93% attainment in the Year 1 phonic screening check.

Staff have utilised the skills and knowledge gained to deliver intervention sessions and deliver school-wide approaches to support pupils' social, emotional and mental wellbeing, which culminated in the school achieving the National Nurture School Programme accreditation in November 2023. Additional staffing have been allocated to support groups and individuals and attendance has been monitored regularly, with families targeted for additional support. Staff have liaised with external agencies, making referrals to organisations offering support in counselling, mentoring for secondary school transition, bereavement, and play therapy; as well as continuing work with the local Early Help partners. The impact of this has been seen in children and families embedding sustainable strategies once this external support has come to an agreed end. We have also seen improvements in attendance data for some targeted children, although this continues to be a focus in 2023/24.

Children had access to funded places on trips, including significant subsidies for residential visits, ensuring that children did not miss out on opportunities to wider their horizons.

Our priorities for 23/24 will continue with the same focus, recognising that this is a long-term strategy, which will build on the progress of 22/23. Academically, writing will be a particular focus, taking into account the importance of early and continuing reading as building blocks for success in writing.