

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 2024. 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 Dec 24 171 + nursery
Proportion (%) of pupil premium eligible pupils	Dec 22 27% Dec 23 27% Dec 24 22%
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 December 2025
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 24/25 £66154

Recovery premium funding allocation this academic year	22/23 £6670 23/24 £5766.75 24/25 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	22/23 £0 23/24 £0 24/25 £0
Total budget for this academic year	22/23 £75414 23/24 £80603.75 24/25 £66154

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 aim for each child to 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	Social, emotional and mental health needs continue to be a challenge for many of our children, for various reasons. This impacts on resilience and self-esteem. Some children have multiple barriers, including SEND, PLAC, etc.
2	Data analysis shows that disadvantaged pupils achieve less well than their non-disadvantaged peers in reading, writing and maths. Attainment in writing is a key barrier and pupil voice with children receiving PP shows that they identify writing as an area they find challenging, across a range of subjects.
3	50% of our PP children have attendance below national average (as at Dec 2024).
4	Some disadvantaged children would be unable to participate in enrichment activities (eg residential visits) without financial and/or emotional support.

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
All disadvantaged children to make progress in relation to social, emotional and mental health needs, including increased resilience and self-esteem.	<ul style="list-style-type: none">• Boxall Profiles to be completed termly and whole class/individual strategies put in place to provide additional support.• Boxall Profiles to be reviewed termly by SENCO and additional support/advice/resources made available where required.• Where appropriate, referrals to be made to specialist SEMH professionals, including Educational Psychologist and SEND Hub.

	<ul style="list-style-type: none"> • Targeted disadvantaged children to be discussed with named School-Focussed SEND support lead from LA, and action taken. • All children with significant SEMH needs will have an individual plan (eg IEP, Pupil on a Page, EHCP) depending on the level of need. • Headteacher (or other SLT) to meet with groups of disadvantaged children on a termly basis to gather pupil voice. • Children in Year 6 to have access to support for transition to Year 7, including individual and group transition arrangements, where required.
<p>All disadvantaged children to achieve their potential in relation to prior attainment.</p>	<ul style="list-style-type: none"> • All disadvantaged children (without SEND) to reach ARE by 2025 in reading, writing and maths. • All disadvantaged children (without SEND) to pass the Phonics Screening Check (Y1). • All disadvantaged children (without SEND) to achieve at least 80% in statutory multiplication check (Y4).
<p>Improved attendance and punctuality for all disadvantaged children.</p>	<ul style="list-style-type: none"> • Disadvantaged children's attendance data to be reviewed regularly as a separate category, and any issues to be addressed by the attendance lead. • Disadvantaged children who currently have attendance of 96%+ to maintain this level. • Disadvantaged children who currently have attendance of less than 96% to show significant improvement, to at least 96%. • Where children have agreed temporary part time timetables, their attendance will be reviewed in relation to possible hours within their timetable.
<p>Disadvantaged children will have the same access to enrichment activities as non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • All disadvantaged children will participate in educational visits. Financial support will be available for any visits which have a cost. • All disadvantaged children will receive a reduced charge for residential visits. Applications for extra funding will be made to the trustees on a case by case basis, and information regarding this will be made available to all parents. • All disadvantaged children will access beach school provision regularly throughout the school year.

	<ul style="list-style-type: none"> • Extra-curricular clubs to take place during lunch, as well as after-school, to enable access for disadvantaged children who live out of the area (eg children in the Targeted Mainstream Provision). Pupil voice to be taken into account when choosing types of clubs to run. • All disadvantaged children in Year 6 will have access to homework club, during school hours. • All disadvantaged children in Years Reception to Y6 will have the opportunity to participate in whole school performances at the local church, including Harvest and Christmas. Where children have barriers which may prevent this, options will be explored with their parents/guardians. • All disadvantaged children in Years 2 – 6 will attend swimming lessons throughout the school year. • All disadvantaged children in Year 6 will participate in surfing lessons in the summer term. • All disadvantaged children will have access to PE lessons delivered by a specialist sports coach. • All disadvantaged children will have the opportunity to participate in sports events, both in and out of school.
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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: £ 20154

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	DFE Maths Hub	2

Maths, including an oracy approach.		
Work with English Hub to further embed Little Wandle, including targeted phonics intervention and support for new Early Reading Lead	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	Practice informed by DFE English hub	2
Staff training on behaviour management, including support for children with SEMH needs	Educational Psychologist using evidence-based approaches	1, 3
Staff training on specific interventions to support children with SEMH need.	Evidence-informed programmes, eg Thrive	1, 2, 4
Staff training on preventing and managing challenging behaviour and physical intervention skills	Securicare (delivered by Scarborough Teaching Alliance)	1
Reading and Maths Project for Year 6	Wolverhampton Reading Project	2
Artsmark training and award	Arts Council England	4
New attendance policy implemented. Attendance lead in place. Attendance information shared weekly on newsletter.	EEF attendance guidance and resources EEF guidance – parental engagement DfE attendance Hubs	1,2, 3, 4
Adaptive teaching	EEF blogs – adaptive teaching	1, 2
National Professional Qualifications	DfE – nationally accredited	1, 2, 3, 4
Boxall Profile training	Nurture UK Research	1, 2, 3, 4

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted staffing to address emotional and behavioural needs	Improving Social and Emotional Learning in Primary Schools - EEF	1
Targeted 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: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Members of SLT has dedicated time to liaise with vulnerable families, eg, Early Help, SEND etc.	EEF	1, 3
Attendance lead has dedicated time to implement policy, liaise with families, promote good attendance, etc.	EEF	3
Residential trips are subsidised for disadvantaged children	EEF	4
Breakfast club subsidised for some disadvantaged children	EEF	1, 3, 4
After school activities subsidised for some disadvantaged children	EEF	1, 3, 4

All classes spend time learning outdoors throughout the school year, including beach school provision	DfE, Natural England, Defra – ‘Children and Nature Programme’	4
Boxall Profile subscription	Nurture UK	1, 3
Targeted transition support for Y6 pupils	Nurture UK	1, 2, 4

Total budgeted cost: £ 76000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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. Some staff also had training on the use of the Boxall Profile. The Early Reading Lead has had dedicated time to provide support and coaching to other staff in school. As a result of this CPD, there has been an increase in staff knowledge, skill and confidence in relation to quality first teaching and additional intervention, both academic and to meet SEMH needs. The start of the autumn term 24/25 included training on adaptive teaching, behaviour management and support for children's SEMH needs, the impact of which will be reviewed later in the year.

Monitoring showed some positive outcomes for pupils, including 79% of the whole cohort achieving 'Good Level of Development' in EYFS at the end of 23/24, which was above national average, with 96% in comprehension, 83% reading, 83% writing and 83% in both number and numerical patterns. 80% (4/5) of disadvantaged pupils achieved GLD.

95% (18/19) passed the Year 1 phonic screening check, which was above national average, including 100% of disadvantaged children.

Attainment for disadvantaged children at the end of KS1 (23/24) was varied with 78% (7/9) achieving ARE in reading, 56% (5/9) in writing and 67% (6/9) in maths.

Attainment for disadvantaged children at the end of KS2 (23/24) was low, with 36% (4/11) achieving ARE in English grammar, spelling and punctuation, reading and maths. 55% (6/11) of the cohort of disadvantaged children also had SEND, which impacted on their ability to enter and/or achieve in the SATs.

Across the school, outcomes for disadvantaged children in reading, writing and maths were lower than their non-disadvantaged peers and thus continues to be an area of focus into 24/25.

Targeted staff have been allocated to support groups and individuals and attendance has been monitored regularly, with families targeted for additional support. This continues into 24/25, with the implementation of the new attendance policy and provision of an attendance lead. 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 2024/25.

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 24/25 will continue with the same focus, recognising that this is a long-term strategy. Academically, writing will continue to be a particular focus, taking into account the importance of early and continuing reading, and oracy, as building blocks for success in writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NA	NA