

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 Twyford
Number of pupils in school	394 (Year R to 6)
Proportion (%) of pupil premium eligible pupils	30.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Matthew Shapland Headteacher
Pupil premium lead	Matthew Shapland Headteacher
Governor / Trustee lead	Dafydd Jones Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 161,400
Recovery premium funding allocation this academic year	£ 17,400
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	£ 178,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils at West Twyford, to learn and achieve in line with national curriculum expectations or above (In cases where a child has significant barriers to learning we aim for them to make excellent progress from their starting points. This is irrespective of their background or challenges that they face. We actively work to identify and remove barriers to learning and our focus for the pupil premium strategy is to support disadvantaged pupils to achieve the best possible results, at least in line with national average for non-pupil premium children.

In devising this strategy we have considered the context of the school and individual challenges that pupils face. We have used school data to assess the performance of pupil premium children and actively sought to identify those areas where they require additional support.

Our aim as a school is to provide high-quality teaching and learning opportunities. We understand that this is proven to have the greatest impact on all children and, in particular to closing the gap for disadvantaged children.

We also aim to provide a broad and balanced education with engaging and enriching learning opportunities that engage children on many levels and provide a fully rounded and rich educational experience. We recognise that these opportunities are often less available to disadvantaged children and use our resources to support their full and active participation in the life of the school.

We also recognise that, while categories are helpful in identifying needs and putting support strategies in place, we are also educating individual children. We therefore aim to support children in any situation that is causing barriers to learning, or additional challenges in their lives. In this way we will also consider challenges faced by vulnerable children, whether they are eligible for the pupil premium or not.

Our key principles are:

- Rigorous assessment of the needs of our disadvantaged pupils
- Clear strategies in place to support disadvantaged, which are regularly reviewed and evaluated
- A whole school approach to disadvantage with staff taking responsibility for maintaining high expectations and outcomes.
- High quality teaching and learning to support all our children, including the disadvantaged to make progress and achieve well.

- A wide range of enrichment experiences to support development of the whole child

Challenges

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

Challenge number	Detail of challenge
1 Vocabulary and oracy	Assessments, observations and discussions with pupils indicate a lower attainment reading and oral language skills. These are evident across the school from EYFS to year 6, with EYFS assessments showing that our youngest children are particularly lower in this area. It is noticeable that this issue is more acute in disadvantaged pupils and seems linked to their experiences in the pandemic.
2 Reading and Phonics	Mastery of phonics is a key first step in developing as a fluent reader. Assessments of all children show that disadvantaged children often find phonics more challenging and are less well supported through a rich range of reading texts and experiences at home. Current data shows PPG children an average of 10% below whole school average in reading in years 1-6.
3 Maths	Across the school the gap between PPG and non-PPG children's attainment in maths is 10%
4 Wellbeing	Our observations of disadvantaged children indicate that they have suffered an even greater impact than others from the pandemic. National studies support this finding and the national concern around this shows how important this aspect is.
5 Enrichment opportunities	As above, disadvantaged children are less likely to have access to enrichment activities. These have been restricted for all children during the pandemic but disadvantaged children have had even less access to these. Enrichment activities provide a broader range of learning opportunities and contribute to developing cultural capital.
6 Attendance	Attendance at West Twyford remains above the Ealing average (94.8 compared to 94.6). However, our attendance has been significantly lower during the pandemic and a key target is to improve this across the school. Our PPG attendance is only 1% lower. However, our persistent absence data shows a higher level among the disadvantaged (22% compared to 16%). The link between school attendance and achievement is well-founded and vital for educational achievement.

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
Improvement in oracy across the school. Disadvantaged pupils confidently build on their vocabulary knowledge.	Assessments and observations show significantly improved oracy among disadvantaged pupils. This shows in a range of evidence: lesson observation, book scrutiny and formal assessments.
Improve phonics attainment for disadvantaged children	Phonics attainment for disadvantaged to be in line with, or exceeding national average attainment
To improve attainment in reading and maths for disadvantaged pupils	In school data to show closing the gap between the PPG and non-PPG children. KS2 data to show percentage of disadvantaged pupils meeting national age-expected average.
To improve wellbeing for pupils at West Twyford, in particular disadvantaged pupils	Pupil voice, pupil surveys and teacher observations to show high levels of well-being. Monitoring of use of our SPACE service
Disadvantaged pupils to have access to and take part in enrichment activities	Percentage of disadvantaged pupils taking part in enrichment activities at least matches that of non-disadvantaged. Evidence of a wide range of activities provide by school and participation by disadvantaged children across these.
To improve attendance for disadvantaged children	Disadvantaged attendance to be in line with non-disadvantaged. Number of persistent absences to reduce and be at least in line with non-disadvantaged. Clear record of actions taken to reduce absence and evaluation of impact.

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: £ 29'160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All relevant staff receive RWI training and support to ensure consistency and effective practice.</p> <p>Ensure that resources for effective phonics are in place and kept up-to-date</p>	<p>RWI, training and consultant input</p> <p>Parental engagement and workshops to support learning</p> <p>EEF identifies this as very high impact</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Embedding Structured and effective reading program for KS2</p> <p>Staff regularly updated on methodology and new staff trained to ensure high quality teaching</p>	<p>Destination Reader has been developed by the London borough of Hackney. This LA is one of the highest ranked for KS2 reading outcomes. DR is used in over 200 schools and particularly supports cohorts with high PPG and EAL and so is particularly relevant for West Twyford.</p> <p>Destination Reader Hackney Services for Schools</p>	2
<p>Ensure that maths scheme is fully resourced (with required textbooks and workbooks) and there is ongoing staff training and support.</p> <p>Provide online support (Mathletics, times table rockstars)</p>	<p>Maths No Problem is a scheme developed from the Singapore Maths approach which has international renown. It's focus on developing deep conceptual understanding of number supported through concrete, pictorial and abstract approaches has been shown to be effective.</p> <p>The DFE approved the MNP textbooks in 2015 as high-quality instructional material.</p>	3
<p>Devise and embed new feedback policy to ensure that this effectively supports learning.</p> <p>Deliver staff training and support to ensure effectiveness</p>	<p>New feedback policy to support teachers in identifying learning gaps and providing children with targeted teaching to address these.</p> <p>EEF identifies effective feedback as very high impact</p>	1,2,3

	Feedback EEF (educationendowmentfoundation.org.uk)	
A range of high-quality CPD opportunities for staff to develop outstanding practice and further develop distributed leadership	Delivering high-quality teaching is vital to improve outcomes for all children, including disadvantaged. High-quality targeted CPD supports this in developing effective practice and capacity across the school. The EEF guidance report supports this: Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3
Ensure that teachers have appropriate assessment tools to assess children 's progress termly Data analysis in place and dedicated time for teachers to analyses and engage with data	Assessing a child's learning accurately gives vital insights, which inform high quality teaching and learning. It supports teaching children at the instructional level and identification of learning gaps which can be addressed by the teacher. Standardised tests such as NFER provide reliable assessments of pupil attainment and information for teachers on areas of the curriculum that need additional focus. Benchmarking kits provide a clear assessment of a child's reading level. Analysis of data. Pupil progress meetings for teachers to focus on and analyse their data.	1,2,3

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

Budgeted cost: £ 101'134

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for oracy and speech and language Support by a qualified speech therapist for identified children NELI language intervention PDP language program	Speech therapy has a proven impact and we therefore purchase additional hours to ensure that more pupils can access this. NELI intervention evidence from Nuffield Evidence and programme development Nuffield Early Language Intervention (NELI) (teachneli.org) The EEF shows very high impact Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Small group interventions for phonics, reading,	Small group interventions allow for a focused approach to addressing individual learning gaps and ensuring that pupils make progress	1,2,3

writing and maths across the school	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Additional teaching/ intervention by the Assistant Headteacher to year 6 pupils	This provides a very experienced and effective teacher and supports effective targeting of and addressing individual learning gaps. This approach has been shown to be effective for both pupil progress and outcomes at West Twyford.	2,3
Academic mentor in place to provide 1:1 and small group support (up to 1:3) for identified children; particularly focussed on disadvantaged	This is part of the National Tutoring Program identified by government as effective in supporting disadvantaged children. The EEF identifies small group tuition as moderate impact Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
Support for identified children from Primary Behaviour Centre to develop positive learning behaviour	This impacts both on the identified individuals but also on the class learning environments, enabling all children to have a more focussed learning environment.	1,2,3

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

Budgeted cost: £76'486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective strategies in place to support attendance and strategies to intervene when attendance becomes a barrier to learning	DFE report in 2015 states 'in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2.... The relationship between absence and KS2 attainment remained similar over the past five academic years.' This shows how important attendance is in educational attainment	6
Counselling service available in school to support children and families in need. This takes the form of drop in and appointments. The service also provides training for staff on wellbeing issues	This offers support for children and families in need. In school observation and data shows that the drop-in service is accessed by children across the school and addressing issues earlier can reduce their impact on learning.	4

Support in school for identified individuals and families from Pastoral support worker (0.3)	Targeted support for identified pupils and families has been shown to effectively support with social and emotional issues. This has been positive in ensuring that families in need are linked to available external programs (for example HAF)	4
3 additional staff to support in the playground and lead engaging play activities	This supports a more positive lunchtime and helps to develop social skills such as turn taking, sharing and cooperation, which contribute to educational achievement.	4,5
Subsidised educational visits and enrichment activities	Financial support for club attendance has increased the number of disadvantaged children taking part. It has also raised the profile of the pupil premium and encouraged more eligible families to apply (particularly in KS1) Subsidised school journey for disadvantaged year 6 pupils has improved take up among this group	5
Enhanced music provision across the school. Specialist music teacher Specialist teachers from Ealing music service so all children receive tuition in musical instrument	Music provision has been affected by the pandemic restrictions but still provides rich learning experiences. Pupils, including disadvantaged pupils have performed in local and national competitions. Link to Ealing music service ensures that all pupils learn to play a musical instrument. EEF identifies arts participation as moderate impact. Arts participation EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £206'780

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.

During this academic year our planned support for identified children was significantly disrupted by the pandemic and in particular the school closure in the spring term. During the spring term we provided remote learning and took significant measures to ensure this was accessible to all children. However, it is clear from school assessment data and teacher observations that learning during this period was more challenging and that children were differently affected by the constraints. In particular, we note that many disadvantaged children were impacted by this.

During the Autumn and summer term we were able to run programs such as small group interventions and individual support. These had some success in addressing lost learning from the previous lockdown. Once in the Spring lockdown we ran intervention groups where possible but these proved much more challenging and were less well-attended. Since the return from lockdown teacher observations and assessments show that many children have unexpected learning gaps across the curriculum.

Targeted support for vulnerable pupils and families was successful in maintaining contact and supporting with a variety of strategies and this combined with available laptops to allow access meant that many of our disadvantaged families were able to participate in remote learning. Where this was not possible and families met the criteria, we allowed pupils to come into school for our key worker and vulnerable provision. Using a targeted approach from our good knowledge of our family's situation allowed us to support the families in most need.

Enrichment activities were curtailed by the restrictions. We were able to continue musical instrument lessons and maintained singing opportunities through our virtual choir. Using pupil premium funding to support free club places has had an impact on the number of disadvantaged attending, although our offer was less than in normal years.

The PPG plan identified the areas below:

Data analysis: The % children eligible for pupil premium who reach the end of year national standard and the progress the children have made. Have the differences with non-pupil premium children in school and nationally diminished? Are Pupil Premium children at West Twyford achieving at a 'greater depth' as all pupils nationally?

While children were shown to have made progress. The lack of statutory data makes this hard to fully assess. Current in school assessment shows a gap for around 10% across RWM between disadvantaged and whole school average.

Pupil attitude to learning and school life surveys and interviews.

Impact of the counselling project and specialist interventions on pupil emotional well-being and attainment.

The SPACE counselling service has continued to provide effective support for families. Support for individual children has been more challenging over the year due to lockdown and restrictions. Children report some difficulties with returning from lockdown but support put in place has given valuable support to children and families.

Pastoral support and behaviour monitoring.

A new behaviour monitoring system has been put into place and this has led to more focussed interventions for individuals and groups of children. Pastoral support continues to be valuable and have an impact on identified families.

Uptake of extra-curricular provision and cultural outings.

Cultural outings have been very seriously curtailed by the pandemic restrictions. Uptake of clubs among disadvantaged pupils has improved as a result of targeted funding.

Externally provided programmes

Programme	Provider
Maths scheme	Maths No Problem
Mathletics	3P Learning
Times Tables Rockstars	Times Tables Rockstars
Education City	Edmentum

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.