

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help support engagement and 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 Community Primary School
Number of pupils in school	449 Whole School 397 (Minus Nursery)
Proportion (%) of pupil premium eligible pupils 123 children (Census October 2024)	27.39% (Whole School) 30.98% (Minus Nursery) R – 10 (18%) Y1 – 19 (32%) Y2 – 21 (35%) Y3 – 19 (32%) Y4 – 18 (36%) Y5 – 21 (36%) Y6 – 15 (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025 July 2025
Statement authorised by	Sarah Dixon
Pupil premium lead	Ashleigh Whillis
Governor / Trustee lead	Alan Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,980 *120 Children Allowance (not full year allocation)
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Western, we endeavour to use Pupil Premium funding strategically to help achieve our whole school vision and ensure that **all** of our disadvantaged pupils are equipped with the tools that they need in order to reach their full potential and acquire the necessary skills required for the next stage in their lives. We aim to remove the gap in academic outcomes, maintain a high attendance level and promote positive behaviour and wider school experiences by ensuring we provide an outstanding support package for all disadvantaged pupils. We draw from national research alongside analysing individual and group school data to identify barriers towards learning and ensure money is used appropriately to work towards overcoming these barriers.

High-quality teaching is at the heart of our approach. It is integral to raising the achievement of all pupils and is proven to have the greatest impact on closing the disadvantage attainment gap. All members of staff and the governing body accept responsibility for disadvantaged pupils and are fully committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim for all of our disadvantaged pupils to leave Western as confident, well-rounded individuals, with life-long aspirations, ready to achieve their goals.

Challenges

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

Challenge number	Detail of challenge
	Internal Barriers
1	Attainment of Entry – Lack of exposure to reading and vocabulary. Speech and Language delay on-entry to school affects learning generally in all areas. Disadvantaged families are less likely to have access to quality early childhood education, therefore by the time they start school they are already behind their peers and lacking basic skills like counting and letter recognition. Pupils have had less exposure to vocabulary and are less likely to have acquired language which will later impact upon their ability to verbalise their understanding and read with fluency.
2	School Context: School Context of Deprivation indicator (IDACI) is 0.2 (decile 4). Based on the IMD decile: 56% of our children live in the 4 most deprived areas of North Tyneside and 33% of our children live in the 20% most deprived areas nationally.
3	SEND: 27% (37) of our Pupil Premium pupils have Special Educational Needs. Speech and language delay on entry is addressed on-entry to school and referrals are made swiftly. This number can fluctuate across the year. As a school, we are seeing an increasing number of children requiring EHA intervention, referrals and

	support from external agencies. A higher proportion of families are seeking CAMHS referrals and an increased number of pupils are requiring support with their mental health and well-being.
	External Barriers
4	Social Care Needs: Complex family circumstances mean that many families in school are supported by outside agencies including social care and family support workers. They require support from school to help them address their children's learning. Due to this some of our children show little resilience in their learning and a lack of aspiration. In addition, many of our children do not receive frequent parental support with their reading or spelling homework/activities.
5	Enrichment: Children have a lack of rich educational experiences and resources outside of school. As well as a lack of enrichment opportunities such as dance, music, sport, museum visits etc. This can impact on a child's ability to access the curriculum and can in turn inhibit vocabulary and comprehension. A significant proportion of our families rely on school support to further enhance their child's academic journey.
6	Attendance: Attendance data indicates that the gap between PP attendance and NPP attendance has narrowed but remains a focus across school for all pupils and a specific area of concern for PP children. We have worked hard to narrow this gap and aim to maintain our successes by ensuring that attendance remains a high priority.
7	Covid-19 Pandemic: Due to school closures in academic year 2019-20 and 2020-2021 (and ongoing periods of absence due to isolation), children have missed a large amount of face-to-face teaching time. This has a direct and serious impact upon the academic and emotional progress of our children, especially our children eligible for Pupil Premium. We continue to see the far reaching impact across school and are working hard to address it.
8	Writing Attainment Internal assessments indicate that attainment among our disadvantaged pupils in Writing is below that of our non-disadvantaged pupils across KS1 and KS2. We have seen this attainment gap widen since school closures during the pandemic and this remains a key point in our School Development Plan.
9	Lack of meaningful play opportunities Internal observation coupled with research conducted by Wallsend Children's Community with our families tells us that many of our children have no access to suitable outdoor space such as a garden or a yard to play in at home. We see the impact of this in the way children interact, their social skills, vocabulary development and physical skills. Prioritising and developing play is key action in our School Development Plan and we have invested in OPAL (Outdoor Play and Learning) to address the gap for our disadvantaged pupils.

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
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Vulnerable pupils and families are identified on entry into EYFS. This will provide immediate support and early intervention with the aim of narrowing the language and communication gaps between pupil premium pupils and their peers.	Those who require EHA will be supported via staff and specifically members of the CGS team to establish initial relationships and provide support. The attainment gap between PP and NPP achieving GLD will have narrowed.
Progress and attainment of pupil premium pupils across school should continue to improve so that progress rates are at least in line with National Expectations at the end of KS1 and KS2 for Reading, Writing and Maths. A particular focus will be placed on Writing across school to coincide with our school development plan.	An increased proportion of pupil premium pupils, who do not have a cognitive SEND need, will reach ARE in R, W, M in KS1 and KS2. Vocabulary acquisition will be promoted through the implementation of 'Opening Worlds' curriculum, enabling all PP children to access high-quality vocabulary and texts across a variety of subjects,
SEND Lead to ensure that all PP children, who are on SEND register, receive correct support through interventions tailored targets set out in their SEND files.	SEND children who are eligible for PP will make progress based on their personal targets and from their own starting points. Some SEND children will achieve ARE. SEN PP children will be supported with an IEP and their progress closely monitored.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	Progress and therefore attainment of PP pupils in foundation subjects is in-line or closer to that of NPP pupils. PP children will be provided with opportunities to access extra-curricular clubs and activities with school staff and outside agencies. Support given to enable PP children to attend residential visits to Kingswood and London.
Maintain attendance of PP pupils across school and support children and families with their well-being. (Frequently monitored by Learning Mentor, Care, Guidance and Support Lead/Pupil Premium Lead/SLT)	Overall attendance rates will remain high. Attendance of PP pupils should be in-line with NPP pupils and continue to be better than the National Average. Families and children will report feeling supported by school and identified children will receive appropriate emotional intervention.
Work with Opal (Outdoor Play and Learning) to develop our play offer for children. Many of our disadvantaged families live in inadequate housing with little or no outdoor space so children have limited access to	Children will report feeling happier and readiness to learn and attendance will improve.

high quality play opportunities. Research shows OPAL children are happier and report improved mental health and ability to manage risk. It also supports children to develop their vocabulary and to learn better which is key for PP pupils.	
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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: **£113,379**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching with clear strategies for support and differentiation and use of formative and summative assessment. CPD Focus Implementation of new strategies: Jane Considine – The Write Stuff The Training Space Opening Worlds	Rationale: Improving teacher confidence and subject knowledge to ensure quality first teaching in all classrooms. To adopt a whole school approach to the teaching of writing and in turn improve the number of pupils reaching ARE and GD. To embed an ‘Opening Worlds’ curriculum with regards to the teaching of History, Geography and RE across LKS2 and prepare for the roll out of this within UKS2. To establish routines which are embedded across school. Evidence: Research shows that in school variance can have a negative impact on progress, especially for disadvantaged children. Building staff confidence towards delivering a scheme of work will ensure consistency across school with regards to the teaching of Literacy and other foundation subjects. Focussing on the school’s key SDP priorities and the implementation of well-established routines will have a positive impact on pupils’ learning.	1,2,3,7,8 £8,235

Pupil Premium Lead (TLR)	Rationale: An experienced teacher and member of SLT to have oversight Pupil Premium – interpret data, analyse interventions, liaise with staff, champion PP pupils, develop the PP strategy and examine results of PP spending. Evidence: Leading the management and delivery of provision for Pupil Premium is a key role in school. The PP lead is responsible for overseeing progress and attainment of children eligible for Pupil Premium.	All £7847
To continue to improve the phonic abilities of all, from Nursery throughout KS1, so that each year we have improved outcomes for phonics - High-quality phonics teaching and grouping across all of KS1. Additional RWI resources.	Rationale: To maintain our strong phonics data – Year 1. Evidence: Teaching and Learning Toolkit suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading, though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1,2,7 RWI £2500

Additional support staff in KS1	Rationale: KS1 is a crucial stage in the children's learning journey. Our most vulnerable children have limited opportunities and low starting points on entry. This cohort has a significant proportion of SEND and disadvantaged pupils whom we feel require additional support to access our curriculum. An additional member of staff will enable adaption for individual pupils and groups and benefit this year group greatly. Evidence: The Teaching and Learning Toolkit suggests that if TA's are deployed effectively, they can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1,2,3,4,7 £53,008
Additional teachers to support catch-up within the phase (<i>a proportion of PP funding is paid towards this</i>) and deliver bespoke intervention such as Dyslexia sessions to support individual pupil needs.	Rationale: This cohort have a significant proportion of disadvantaged children. We have identified that a high percentage of the phase require additional catch-up support to move forward with their learning. The teacher will liaise closely with class teachers to ensure learning is sharply focussed on the child's individual need. Evidence: The Teaching and Learning Toolkit suggest that small group tuition has an average impact of four months' additional progress over the course of a year. And that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	2,3,4,7 UKS2 £17,357 LKS2 £24,432

Targeted academic support (for example, additional support, assessment tools, one-to-one support or structured interventions)

Budgeted cost: **£40,043**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One SEND support assistant based in LKS2	Rationale: This year, we continue have a group of pupils eligible for PP in LKS2 with significant SEND and behavioural needs who require a high level of support in order to access their learning. Evidence: Teaching and Learning Toolkit states that one to one tuition can be effective, providing approximately five additional months' progress on average	5,7,8 £33,272
Reading Plus (Year 4-6)	Rationale: formative and summative assessments across KS2 have shown that children need to develop their fluency in Reading. Research shows that 70% of non-proficient readers process the text inefficiently. Reading Plus is unique in that it is the only IT- based program that explicitly teaches silent reading fluency to develop comprehension and vocabulary Evidence: Teaching and Learning Toolkit suggests on average, reading comprehension approaches deliver an additional six months' progress. Reading Plus integrates the three domains of reading: physical, cognitive and emotional.	2,3,7 £4250
Times Table Rockstars Whole School	Rationale: After a two year trial across KS2, Times Table Rock Stars has been used with great motivation by pupils and we have seen great success with progress. Pupils are additionally able to access the app from home and teachers can track and monitor progress with the help of in-app tools. We will continue to promote the use of the app both in school and at home.	2,3,7 £219

	Evidence: Teaching and Learning Toolkit suggests the use of digital technology to support the progress of children provides moderate impact, based on extensive evidence.	
PiRA Reading Assessment Tool	Rationale: Over the last academic year, we trailed the PiRA assessments as we wanted to improve the robustness of our school assessment. Teachers found the assessments a very useful tool and made great use of the gap analysis feature. We feel that this system will improve year on year progress comparisons and help identify any small steps made by a pupil so this year we are continuing to use the system across school. Evidence: The assessments supported teachers' judgements, were child friendly, and provided a consistency across school.	2,3,7 £2052
Ensure all pupils have good phonic knowledge - Read, Write, Inc 'Fresh Start' programme & 'Oxford Owl' for Literacy in KS2.	Rationale: New admits to school with phonic difficulties or unfamiliar with RWI scheme struggle with reading and basic skills. In addition, due to school closure, Phonics learning in KS1 was disrupted significantly and some children will have gaps in their learning that need to be identified and taught. Evidence: Teaching and Learning Toolkit states that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	1,2,3,7,8 £250

Bespoke Literacy and Maths Interventions across KS1 and KS2, led by trained support staff. Ongoing training and support for teaching assistance to ensure high quality interventions. Small group and 1:1.	Rationale: To further facilitate targeted intervention to support catch-up tutoring. Evidence: Teaching and Learning Toolkit suggests that small group tuition holds moderate impact with moderate costs, however, it has limited evidence. It states an impact of most children improving by 4 months compared to +5 months with one-to-one tuition which is moderate impact but with high costs. It also states that individualised instruction offers moderate impact for very low cost, providing on average an additional 3 months progress.	1,2,3,7,8
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£89,829**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Care, Guidance and Support Team to support families in challenging circumstances and monitor attendance of PP pupils.	Rationale: We have worked hard to diminish the attendance gap between PP pupils and Non-PP pupils. Current procedures will remain in place to ensure we maintain the same standards in the coming year. In school individual case studies continue to provide strong positive evidence for the impact of this role. Maintaining our CGS team roles means that families receive support quickly. Early Help Assessments are carried out. Child protection issues are followed up swiftly and barriers to learning are addressed where possible with behaviour and emotional support programmes and social skills groups. Evidence: The Teaching and Learning Toolkit states that parental engagement has a positive impact on average of 4 months' additional progress.	1,2,3,4,6,7,8 £78,552
CPOMS software to enable staff and SLT to track and monitor incidents across	Rationale: All members of staff are now familiar with the software and can record incidents relating to children in school	4,6 £1237

school to ensure a joined up approach.	and parental contact. This has become a key safeguarding tool in school. Evidence: CPOMS enables schools to improve their management of child protection and similar incidents and actions. CPOMS also enables us to track CAMHS, NHS referrals.	
Therapeutic Thrive approach/intervention X3 trained staff members	Rationale: A significant proportion of our disadvantaged children have social and emotional difficulties. It has also been widely reported that disadvantaged children are at greater risk of poor mental health due to rising poverty and growing inequality caused by the Covid-19 pandemic. Thrive applies the latest research about neuroscience, attachment, creativity, and child development to equip pupils with the skills that they need to re engage in life and learning. Evidence: Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	4
Additional provision for out of school clubs to enable PP pupils to access high quality art, music, life skills and performing arts enrichment workshops. Bake & Shake Bike Ability Girl's Boxing Girl's Football	Rationale: All PP pupils will have the opportunity to access free clubs after school to aid enjoyment, enrichment and additional skills. Clubs which will be offered will be based upon a variety of themes and catered to pupil's needs. Clubs will equally be ran by internal and external staff to provide a variety of experiences for pupils.	£540 Short fall for those unable to pay for academic trip and visits (N/A - Built across academic year) £1,378 Over a three year period we have received funding from the

(Covered by the DfE) NT Dance Festival NLT Clubs PP Children across EYFS, KS1 & LSK2.	As part of our PP allowance, we will also use funds to support families of PP children who are unable to pay suggested costs for educational visits to ensure all pupils access these. Evidence: Disadvantaged pupils do not have access to additional clubs. Research shows that children from low income families have a Lack of enrichment opportunities such as dance, music and sport etc. This can lead to low aspirations.	DfE of £39000 to provide out of hours school clubs for disadvantaged pupils. These clubs have been exceptionally well attended with strong impact. We also waive the cost of staff-lead extracurricular school clubs to families so they are free of charge.
To ensure children get a filling and nutritious start to the day and are therefore ready to learn. school to fund from summer term 23/24 Breakfast boxes available in each phase to provide PP children with a breakfast or a healthy snack if they have missed breakfast or need a snack at breaktime.	Rationale: After taking part in a Poverty Proofing Audit, it came to our attention that some children, including children from disadvantaged families, do not eat breakfast before coming to school and as a result often feel hungry across the school morning. During the academic year 23/24, bagels were made by support staff and provided to all children across school. Due to funding costs and the requirements of support staff, this year we have trialled introducing breakfast boxes into each phase which are stocked with breakfast bars, healthy snack bars and fruit. Staff have been instructed to check in with PP children to see if they are in need of breakfast daily. Children are also aware of the boxes and encouraged to approach a member of staff if they feel hungry or have missed breakfast. Evidence: Research demonstrates that eating breakfast will increase your energy levels, help you concentrate. The EEF found that breakfast clubs that offer a free	1,2,4,7 Breakfast resources £1500

	nutritional breakfast to primary school children before school can boost R,W,M outcomes for pupils.	
Investment in Opal (Outdoor Play and Learning)	Rationale: Internal observation coupled with research conducted by Wallsend Children's Community with our families tells us that many of our PP children have no access to suitable outdoor space such as a garden or a yard to play in at home. We see the impact of this in the way children interact, their social skills, vocabulary development and physical skills and attendance. Prioritising and developing play is key action in our School Development Plan and we have invested in OPAL (Outdoor Play and Learning) to address the gap for our disadvantaged pupils. Evidence: Research demonstrates that engaging in high quality outdoor play helps children to rapidly develop creativity, imagination, cooperation, resilience, stamina and confidence. OPAL's approach makes play better for every child, every day... no exceptions! Play is a human need and a human right.	£3000
Investment in high quality guided reading books and reading for pleasure book boxes to improve the delivery of reading and language development across school to improve children's enjoyment of books and motivation to read.	Rationale: Lots of our children do not have access to high quality books at home. We know a language gap exists for our disadvantaged children and therefore investment in high quality books for use in school and in the home helps to address this. Evidence: Research demonstrates that listening to language within children's books 'provides exposure to vocabulary that is quantitatively and qualitatively different from that experienced via day-to-day conversation' (Nation, Dawson & Hsiao, 2023, p. 375). We know that	£5000

	the languages and sentence structures used within books are often more sophisticated and more abstract than those used in spoken language (Nation, et al., 2023) and that the vocabulary used is often more morphologically complex (Korochkina, et al., 2023).	
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Total budgeted cost: £243,251

23/24 £243,251 – An increase on last year's spending due to implementation of Opening World's curriculum content, an additional KS1 teaching assistant, the introduction of our Thrive spaces, subscription and training and storage space to house resources for internal extra-curricular clubs.

Intended outcome	Review of implementation - April 2024
Vulnerable pupils and families are identified on entry into EYFS. This will provide immediate support and early intervention with the aim of narrowing the language and communication gaps between pupil premium pupils and their peers.	Early help pathway : multi agency working with other early year provisions such as nurseries . Information sharing and advocacy for families within the early help pathway. Three families identified for early help pathway intervention. All three families' early help is linked to undiagnosed SEN needs of child, behaviour and parenting support at home. Amy - SEND - language, communication, speech
Progress and attainment of pupil premium pupils across school should continue to improve so that progress rates are at least in line with National Expectations at the end of KS1and KS2 for Reading, Writing and Maths. A particular focus will be placed on Writing across school to coincide with our school development plan.	
SEND Lead to ensure that all PP children, who are on SEND register, receive correct support through interventions tailored targets set out in their SEND files.	Amy - an evaluative statement with percentages
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	Gemma - PP clubs etc

Maintain attendance of PP pupils across school and support children and families with their well-being. (Frequently monitored by Learning Mentor, Care, Guidance and Support Lead/Pupil Premium Lead/SLT)	Gemma - attendance
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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.