

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Cheryl Woolf
Pupil premium lead	Sarah Carr
Trustee lead	Nicole Ramsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,830
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£114
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	£65,324

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 adequate or accelerated progress to social and emotional difficulties. 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. Because of our individualised method to the Pupil Premium Funding a range of approaches 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	Pupils being ready to learn: emotional well-being and social skills being a barrier to learning
2	High attaining children not making more than expected progress

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
Previously looked after children make progress across the curriculum	Previously looked after children reach their academic potential, are settled in school

	and are equipped with strategies for their future
Pupils can access learning: their social and emotional needs are met	Children are happy and confident and able to access learning. All disadvantaged children will have the opportunity to work with the Pupil and Parent Support Worker as deemed necessary to ensure full engagement in the curriculum.
High attaining children meet their full potential	Children who are high attaining make more than expected progress

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vice Principal for Learning and Teaching to work with members of staff to further develop teaching	Education Endowment Foundation – The Teaching and Learning Toolkit <ul style="list-style-type: none">• Reading comprehension• Metacognition and self-regulation	All
Role of Pupil Premium lead		

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

Budgeted cost: £ 25,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil and parent Support Worker to work with children to ensure they have strategies to be ready to learn	Education Endowment Foundation – The Teaching and Learning Toolkit 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. Click here to access the NFER report.	1
Small group and individual tutoring by West Leigh School staff	Education Endowment Foundation – The Teaching and Learning Toolkit	All

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil and parent Support Worker to work with children to ensure they have strategies to be ready to learn	Education Endowment Foundation – The Teaching and Learning Toolkit 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. Click here to access the NFER report.	1
Bespoke support towards all extra curricular activities including (but not limited to) visits, music lessons, residential, clubs	Education Endowment Foundation – The Teaching and Learning Toolkit	All

Total budgeted cost: £65,324

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.

Below are the previous intended outcomes for 2022-2023 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
62% (5/8 pupils)	88% (7/8 pupils)	75% (6/8 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. The children that did not meet their full academic potential will have further support in the 2023/2024 academic year.

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 2022-2023. 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 if attendance was lower than expected to ensure this increased.

High attaining children meet their full potential

% 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
75%	80%	70%

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.

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)