



Pupil Premium Strategy & Statement

This statement details our school’s use of pupil premium (and funding for post Covid Recovery for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. It forms a part of our 3 Year Pupil Premium Strategy 2022 -2025.

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 Jesmond Primary school
Number of pupils in school (September 2024 updated)	610
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	October 2022 Reviewed July 2023 Reviewed July 2024
Date on which it will next be reviewed	July 2025
Statement authorised by	Matt Ward (Headteacher)
Pupil premium lead	Matt Ward
Governor / Trustee lead	Laura Cordy / Matt Ife

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 111,650 (<i>Based on 70 pupils eligible for main grant, 1 service child and 3 Post LAC pupils</i>)
Recovery premium funding allocation this academic year	Grant ended August 2024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 111,650

Part A: Pupil premium strategy plan

Statement of intent

At West Jesmond Primary School, we pride ourselves on the high levels of attainment and achievement of every one of our children. All of us working at West Jesmond Primary are determined to remove any barriers that prevent our children progressing in their learning and development. We want the inclusive nature of our school to shine out from everything that we do. The ambition embedded in our curriculum is that children from all backgrounds and all starting points achieve highly, develop a thirst for learning and have the widest possibilities to extend their experiences. The focus of our Pupil Premium Strategy is to ensure all disadvantaged pupils achieve these goals as well as all children judged as vulnerable, such as those who have a social worker.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust.

We base our approach on the tiered approach from the EEF and evidence on the most effective strategies.

Our strategy over three years forms a part of the whole school Covid Recovery planning and includes targeted support for individuals through the National Tutoring Programme and School Led Tutoring

We focus first on high quality teaching that research demonstrates has the greatest amount of impact on all children. We use our Pupil Premium allocation to support our ability to recruit and retain the very best teachers in our school and release staff to improve and monitor the learning of our disadvantaged children. The CPD for all our staff is rigorous and impactful. We are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching, which is at least good in every lesson.

We use a range of targeted academic support to focus on specific needs of groups and individuals. Our strategies target the individualised needs of our children in receipt of Pupil Premium. Disadvantaged children, who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. We also ensure our strategies support increasing numbers of children to reach Greater Depth across the curriculum.

We understand and recognise that barriers to achievement take a variety of forms and we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensure that these are accessible for everyone. We provide emotional support based on needs for our pupil premium children to improve well-being and offer support to our families to ensure our children are supported in their learning and have the very highest attendance.

It is important not to generalise or make assumptions when we discuss the barriers facing our children from more disadvantaged backgrounds. Each individual child and each individual family are unique and we use robust assessments to ensure we accurately meet the needs of our children and to avoid labelling and judging our families.

Challenges

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

Challenge No	Detail of challenge
<p>*Longer Term Impact of Covid school closures: Three years after the main Covid disruption to education, we continue to identify a range of needs in cohorts arriving at WJPS and moving through our school. School assessments and observations suggest that the impact of Covid on families and partial school closures has been greater on our disadvantaged pupils. This is reflected in national data. Knowledge gaps have grown across the curriculum and for some children there has been an impact on wellbeing in school and at home.</p>	
1	Assessments and observations show that Speech and Language acquisition and development for our disadvantaged children is, in general, less developed than that of the rest of the cohort
2	Early Reading: Baseline assessments and observations suggest that children arriving in school with less exposure to books and reading and can fall behind in reading/phonics in EYFS and Year 1
3	Limited opportunities: In a school of wide socio-economic diversity, school provision mapping suggests that disadvantaged pupils have fewer cultural, sporting and musical experiences compared with the rest of the cohort.
4	Slower progress across the curriculum: Levels of attainment and progress for disadvantaged children are lower than school averages. The impact of the Covid lockdown on the learning of disadvantaged pupils in our school has resulted in increased knowledge gaps for some children.
5	Family Support: attendance (our data over the last three years indicates that gaps between the attendance of disadvantaged children and the rest of the cohort persist and can adversely affect their achievement in school), home circumstances, transition, new admits, supporting children at home, early help
6	Social, Emotional and Mental Health Needs: following the pandemic we have seen an increase in the numbers of children needing support with social, emotional, mental health and behaviour needs.

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
1	<ul style="list-style-type: none"> Pupils acquire a rich and varied vocabulary and improved use of oral language regardless of socio-economic background 	<ul style="list-style-type: none"> School Deep Dives and assessments demonstrate active engagement in lessons, language reflected in written work and improved and accurate use of language/vocabulary Assessments and observations show that any shortfall in language acquisition is addressed ensuring prior lower attaining children from EYFS meet ARE by end of KS1; from KS2 meet ARE by end of KS2 A rich curriculum ensures all children develop, use and retain a wide vocabulary. We ensure the strongest foundations of language acquisition in Early Years for every child evidenced through children's conversation with each other and with adults in

		the setting and through active participation in group and class discussions.
2	<ul style="list-style-type: none"> • Ensure all children make rapid progress in reading across EYFS and Year 1 • The reading culture of the school ensures all children continue to develop their love of reading and books as they progress through the school. 	<ul style="list-style-type: none"> • Over three years, an increasing number of disadvantaged children are working at age related expectations (ARE) or above in phonics and reading • Home-School Reading Records demonstrate regular reading at home and children have increased access to a wide range of books. • Monitoring and reviews of reading demonstrate the increased confidence and expertise of all staff in the teaching of phonics that allows all children to keep up. • An increasing number of disadvantaged children reach Greater Depth within the curriculum. • Targeted children who need support to keep up or rapid catch-up are clearly identified by all staff working with them and cross school interventions are in place.
3	<ul style="list-style-type: none"> • Increase the breadth of experiences and opportunities for all disadvantaged pupils • Support the well-being for all pupils in our school especially that of our disadvantaged pupils 	<ul style="list-style-type: none"> • Provision maps will show that all disadvantaged children are taking part in the widest range of experiences/opportunities during their time in school. • Pupil Voice surveys and reviews will show that children receiving the pupil premium have a positive view of themselves as a learner matched with high aspirations for their future.
4	<ul style="list-style-type: none"> • Improved rates of progress and attainment for disadvantaged pupils across the curriculum. 	<ul style="list-style-type: none"> • Assessments and observations demonstrate that disadvantaged pupils make at least expected progress from their individual starting points and achieve highly in all areas of the curriculum.
5	<ul style="list-style-type: none"> • Families are well supported • Improve and maintain attendance levels 	<ul style="list-style-type: none"> • Families are aware of the inclusion team and what they can offer in school • Links with vulnerable families are established and maintained • All families are clearly aware of the school attendance policies and updated DFE guidance (August 2024) • Over three years, the absence and persistent absence rates for disadvantaged children are below the national average and the gap with non-PP children reduces. • Numbers of disadvantaged children who are judged persistent absentees reduces and is below national averages.
6	<ul style="list-style-type: none"> • SEMH needs are identified and addressed 	<ul style="list-style-type: none"> • Mental health and wellbeing has a high profile among pupils, staff and the wider school community. Staff and children recognise signs of poor mental health and wellbeing. • School Inclusion teams are able to support wider families of children with SEMH needs. • Children know how to ask for help and have access to timely and effective wellbeing support • School has a named mental health champion

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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Development</p> <p>Continue to train and release Curriculum leaders and leaders championing disadvantaged and vulnerable children to carry out in-depth monitoring to ensure we plan and adapt our curriculum so that all children know more and remember more.</p> <p>Focus threads through our curriculum: Reading Comprehension and Oral Language Interventions/Vocabulary acquisition</p>	<p>Oral Language Interventions</p> <p>Oracy or speaking and listening interventions emphasise the importance of spoken language and verbal interaction in the classroom. Evidence suggests that these can support pupils to articulate ideas, consolidate understanding and extend vocabulary. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There, is extensive evidence of the positive impact of focussing on reading comprehension strategies to support reading and learning across the curriculum. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths.</p> <p>This includes cover costs and resources for:</p> <ul style="list-style-type: none"> The purchase of additional training, books and resources for DFE validated Systematic Synthetic Phonics Programme, Floppy Phonics and Phonics training for all staff ,including staff new to the school 	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit' demonstrates the effectiveness of Mastery Learning and Phonics strategies:</p> <p>Phonics (+5 months) • Reading Comprehension Strategies (+5 months) Phonics approaches have an extensive evidence base for a high impact on word reading and is an important component in the development of early reading skills.</p> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches =+6 months</p>	2,4

<ul style="list-style-type: none"> Participation in the NCETM 'Mastering Number' programme 		
<ul style="list-style-type: none"> Time allocation for Inclusion Team Leads to carry out strategic leadership championing the needs of our vulnerable and disadvantaged pupils and develop the pedagogy of teachers. Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately. 	<p>Evidence from successful schools demonstrates importance of sharing and understanding high expectations of all pupils among the entire school staff. <i>'Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.'</i> Sutton Trust</p> <p><i>'Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress (Supporting The Achievement of disadvantaged Pupils)</i></p>	2,4,6
<ul style="list-style-type: none"> Improved pupil well-being, SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Lead staff member released (Zones of Regulation Focus) Wellbeing and Mental Health Champion leading on initiative within school. School Ed Pysch to deliver CPD to all staff on effective SEL approaches 	<p>(Years 1-2) On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4,5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 1-2 Nuffield Early Language Intervention (NELI) for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>Year 3: Move to WJPS approach based on strategies from Talk Boost and NELI and focussed on</p>	<p>(Years 1-2) The NELI programme is supported by extensive research the programme increased the language skills of 4 to 5-year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

high quality classroom interaction.		
Teachers and Teaching Assistants will provide additional Phonics and reading and math interventions for disadvantaged children who require support.	<ul style="list-style-type: none"> • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) Phonics approaches have an extensive evidence base for a high impact on word reading and is an important component in the development of early reading skills.	2,4
Support for subsidised Tutoring in Reading and Maths provided by Action Tutoring and School Led Tutoring and <i>(use of an Academic Mentor for targeted Year 3, 4, 5 and 6 children. Year 1&2 only)</i>	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team to champion the wellbeing of all disadvantaged children: <ul style="list-style-type: none"> • Develop whole school SEL approach • Wellbeing lead • Mental Health Champion training • Member of staff to train and be deployed as a counsellor (X2 days in school) • Educational psychologist hours increased 	Evidence from Education Endowment Foundation demonstrated the impact on learning from supporting the social and emotional health of our children. Teaching and Learning Toolkit: Social and Emotional Learning = +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5,6
Family Support Officer (1 day per week) will work with the inclusion team in supporting families and increasing the attendance of all disadvantaged children.	All of our in-school strategies are dependent on removing barriers and ensuring children are present to take advantage of them.	5, 6

<p>Supply clothes, resources, instruments etc... to children to ensure they are able to fully participate in school life and to remove and stigma/barriers</p>	<p>A number of families and our children have told us they are struggling with the cost of living and are unable to buy some items for their child. We know that evidence shows children’s mental health can be affected by a sense of difference from others or not be appropriately equipped for school.</p>	<p>5,6</p>
<p>Develop strategies to improve parental involvement in learning. To include: direct regular targeted contact from school, workshops and discussions and use of IT</p>	<p>Evidence from a range of sources highlights the importance of parental engagement in supporting children’s learning, engagement with school and wider development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3,4,5</p>
<p>Widening Opportunities: School to actively encourage children eligible for PP to take part in the widest range of extra-curricular opportunities. X1 day for member of staff to develop aspirations and opportunities curriculum with focus on disadvantaged and vulnerable children.</p>	<p><i>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</i> Social Mobility Commission research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>3, 6</p>

Total budgeted cost: £ 112,000 additional to support extra spend resource and widening opportunities

Part B: Review of outcomes in the previous academic year 9s)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021/22 and 2022/23 academic years.

During 2022-24 we employed a family support worker to work as part of our inclusion team and built the profile of the pastoral offer in school.

We encouraged disadvantaged children to participate in a wide range of enrichment and extracurricular activities by funding all school trips, funding places at clubs and for instrument lessons, inviting them to participate in opportunities such as the Kids Action Through Science (KATS) programme alongside Newcastle University and a range of sporting tournaments. Our 'Raising Aspirations' group also allowed children a range of enrichment opportunities over the school year.

Targeted interventions, targeted those children we felt had gaps in their language and vocabulary development. Progress in reading from early reading to reading for pleasure was a focus for the school, with targeted children having additional regular reading time with an adult. We have increased our library of books the children are able to access for pleasure and have continued to build our reading scheme library. Covid Recovery funds and Pupil Premium were directed towards strategies to support rapid catch up, including individual tutoring and small group support. We increased the capacity of our Educational Psychologist to ensure she is able to work with those children most in need.

The School engaged in all three strands of the DFE part-funded Tutoring approaches.

End of Key Stage 2 Data 2022 (Children eligible for PP)

2022: Progress for disadvantaged children was very strong in 2022 and above national averages and in line or above that of the rest of the cohort. Attainment in Year 6 was slightly below that of the whole cohort in Reading and Writing.

ATTAINMENT & ASSESSMENTS

Subject	Level	West Jesmond Primary School (2023)	Local Authority - Newcastle upon Tyne		NCER National	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	63.6%	45.4%	+18.2%	41.1%	+22.5%
	GDS/High Score	18.2%	2.4%	+15.8%	2.5%	+15.7%
Reading	≥Exp.Std.	72.7%	60.8%	+11.9%	60.9%	+11.8%
	High Score	27.3%	16.1%	+11.2%	16.5%	+10.8%
Writing (TA)	≥EXS	72.7%	57.7%	+15.0%	53.9%	+18.8%
	GDS	18.2%	7.3%	+10.9%	5.6%	+12.6%
Maths (test)	≥Exp.Std.	90.9%	57.0%	+33.9%	54.7%	+36.2%
	High Score	45.5%	11.0%	+34.5%	10.9%	+34.6%

PROGRESS

Subject	Level	West Jesmond Primary School (2033)	Local Authority - Newcastle upon Tyne		NCER National	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	3.6	-0.7	+4.3	-0.9	+4.5
	Conf. Int.	±3.9 -0.30 to +7.50	±0.4 -1.10 to -0.30	n/a	±0.0 -0.90 to -0.90	n/a
Writing	Avg. Prog. Score	4.0	-0.4	+4.4	-0.8	+4.8
	Conf. Int.	±3.7 +0.30 to +7.70	±0.3 -0.70 to -0.10	n/a	±0.0 -0.80 to -0.80	n/a
Maths	Avg. Prog. Score	6.0	-0.8	+6.8	-1.3	+7.3
	Conf. Int.	±3.6 +2.40 to +9.60	±0.3 -1.10 to -0.50	n/a	±0.0 -1.30 to -1.30	n/a

End of Key Stage 2 Data 2023: Reading, Writing and Maths Attainment at Expected was 76.5% well above national averages and slightly below the rest of the school cohort. Reading and Writing were above the rest of the cohort and maths below. Children reaching GDS were close to the rest of the cohort.

Progress from KS1 in reading was below average. *(This was impacted by three of the children not taking the KS2 SATs and being awarded a points score)*

ATTAINMENT & ASSESSMENTS

Subject	Level	West Jesmond Primary School (2033)	NCER National	
		Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	76.5%	43.0%	+33.5%
	GDS/High Score	11.8%	3.0%	+8.8%
Reading	≥Exp.Std.	76.5%	59.2%	+17.3%
	High Score	29.4%	16.8%	+12.6%
Writing (TA)	≥EXS	76.5%	57.3%	+19.2%
	GDS	35.3%	6.2%	+29.1%
Maths (test)	≥Exp.Std.	76.5%	58.1%	+18.4%
	High Score	47.1%	12.5%	+34.6%

PROGRESS

Subject	Level	West Jesmond Primary School (2033)	NCER National	
		Value	Value	Gap
Reading	Avg. Prog. Score	-1.27	-0.91	-0.36
	Conf. Int.	±3.42 -4.69 to +2.15	±0.03 -0.94 to -0.88	n/a
Writing	Avg. Prog. Score	3.26	-0.73	+3.99
	Conf. Int.	±3.29 -0.03 to +6.55	±0.03 -0.76 to -0.70	n/a
Maths	Avg. Prog. Score	1.70	-1.08	+2.78
	Conf. Int.	±3.21 -1.51 to +4.91	±0.03 -1.11 to -1.05	n/a

End of Key Stage 2 Data 2024: (Increase in percentages expected when data is validated)

There was a smaller cohort of disadvantaged children (12) Over two thirds of the children were EAL with a number of new arrivals to the school.

Reading, Writing and Maths Attainment at Expected was 50% in line with national averages, but below the rest of the school cohort. Children reaching a higher score were above national (significantly above in Reading and Maths). Numbers reaching expected in English were below national averages and below national disadvantaged groups.

ATTAINMENT & ASSESSMENTS

Subject	Level	West Jesmond Primary School (2023)		NCER National	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	50.0%		45.3%	+4.7%
	GDS/High Score	0.0%		3.1%	-3.1%
Reading	≥Exp.Std.	58.3%		62.3%	-4.0%
	High Score	41.7%		18.0%	+23.7%
Writing (TA)	≥EXS	50.0%		58.4%	-8.4%
	GDS	8.3%		6.3%	+2.0%
Maths (test)	≥Exp.Std.	75.0%		59.0%	+16.0%
	High Score	33.3%		12.8%	+20.5%

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
Floppy’s Phonics	Oxford University Press

Further Information

Additional activity

Planning, implementation, and evaluation

We will be reviewing all of our work with disadvantaged pupils using the very best evidence available. This has included, two school leaders, working with our local Research School and schools in our region to explore and embed the most effective practice in our school that will ensure all of our children achieve highly across the curriculum. As well as key staff attending training in counselling, Zones of Regulation Training and as Mental Health Champions.

We are part of joint working with a number of local schools, including several with high levels of deprivation, and learn and share with each other best practice.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Research, training and development in SEL and mental health and embedding strategies across the school.
- Ensuring that we offer the widest range of opportunities for all of our children across school and proactively seek to engage our disadvantaged children and families in them.

