

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Minster
Number of pupils in school	494
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anna Pattenden (EHT)
Pupil premium lead	Holly Gransden (AHT)
Governor / Trustee lead	Dolley White

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,870
Recovery premium funding allocation this academic year	£ 37,555
School Led Tutoring	£ 35,448
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£435,873</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At SWF we have used extensive research from the Sutton Trust and applied the Educational Endowment Fund's Toolkit to evaluate the targeted strategies we use to close the gaps in achievement and progress for all our children.

It is proven that the quality of teaching and learning is the most important factor in raising the attainment for all pupils. This is particularly true for pupils from disadvantaged backgrounds. This remains a consistent and relentless focus for our schools and forms the focus of our staff training and support from the senior leadership team at the schools.

At SWF all matters relating to free school meals and pupil premium are treated confidentially and there is never an assumption that the children from these families will be less able. On the contrary we expect every child to achieve highly and succeed in all that they do. This is reflected in our aspirational mission statement which was formulated with the children at the schools; **"At SWF dreams can come true with a positive view."**

We work tirelessly with our families and colleagues to make sure everyone involved with the child has high aspirations. In addition to our quality first teaching for all children, additional targeted and wider interventions and support strategies are in place to ensure all children fulfil their potential. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach responds to the needs of our pupils, and the context of our setting. To ensure we are effective we will:

- Implement a whole school approach in which all staff take a collective responsibility for disadvantaged pupils' outcomes, and view school life through the lens of our children who receive Pupil Premium funding.
- To maintain high expectations for all our pupils, and ensure disadvantaged pupils are challenged.
- We aim to address educational disadvantage in all aspects of school life, to create a sense of belonging that all children need to be able to thrive.
- To ensure that we have the capacity, the professional development, the learning, and the knowledge to ensure that all children, including those from disadvantaged backgrounds, are thriving in our schools.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Speech and Language</b> – assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2. This can impact on pupils’ ability to comprehend what they read, to be able to articulate their ideas and opinions and denies them a voice. Research shows that the impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending.</p>
2	<p><b>Attendance</b> – Our attendance data demonstrates that the disadvantaged pupils in our schools are more likely to have persistent absences than their peers. Disadvantaged pupils’ attendance levels of <b>89%</b> compares to 92% for non-disadvantaged. This absenteeism is negatively impacting on their progress.</p>
3	<p><b>Early reading and phonics</b> – assessments, observations and discussions with pupils suggest that our disadvantaged pupils generally have more difficulties with phonics and early reading than their peers. They are less likely to receive support at home and this negatively impacts on their development as readers and their ability to access the rest of the curriculum.</p>
4	<p><b>Parental Engagement</b> – Research has shown that parental engagement has a positive impact on pupil progress. Historically, parental engagement has been low at our school. Our governing board has struggled to recruit parent governors.</p> <p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p> <p>By designing and delivering effective approaches to support parental engagement, we intend to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p>

5	<p><b>Attainment</b> – our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been detrimentally impacted by partial school closures to a greater extent than other pupils.</p> <p>This has been supported by national research  <a href="https://www.childrenscommissioner.gov.uk/reports/child-poverty/lockdown-poverty-and-the-disadvantage-gap/">https://www.childrenscommissioner.gov.uk/reports/child-poverty/lockdown-poverty-and-the-disadvantage-gap/</a></p> <p>This has resulted in learning and knowledge gaps leading to pupils falling further behind age-related expectations in core and foundation subjects.</p>
6	<p><b>Well-Being</b> – During the recent pandemic and cost of living crisis, socio-economic deprivation has increased referrals to children’s social care, domestic abuse services, Early Help and Young Carers Kent.</p> <p>In addition, lack of finances to provide enrichment activities and cultural knowledge has an adverse effect upon the aims and aspirations of many of our children.</p>

## 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
<p>To improve the language skills and vocabulary of the pupils</p>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral skills among our disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, formative assessments and pupil voice.</li> </ul>

<p>To improve and sustain high attendance levels for all pupils, particularly our disadvantaged.</p>	<ul style="list-style-type: none"> <li>• Overall attendance levels to be <b>97%</b> or higher and the attendance gap between disadvantaged and non-disadvantaged pupils to be reduced.</li> </ul>
<p>To improve early reading</p>	<ul style="list-style-type: none"> <li>• Phonics check in Year 1 and recheck to be at national levels</li> <li>• KS1 &amp; KS2 SATs predicted reading outcomes in 2024/5 show that more than 60% of disadvantaged pupils meet the expected standard.</li> </ul>
<p>To increase constructive parental engagement</p>	<ul style="list-style-type: none"> <li>• Improved level of activities from the PTA (PTFA)</li> <li>• An improvement seen in parents' ability to engage with their children's education and support them in their learning.</li> <li>• Evidence of organised events and activities with our parents and families.</li> <li>• Improvement in the engagement of disadvantaged pupils with their home learning activities.</li> </ul>
<p>To support our pupils and their families, achieving and sustaining pupil wellbeing, particularly for disadvantaged children.</p>	<ul style="list-style-type: none"> <li>• Improved behaviour at playtime &amp; lunchtime.</li> <li>• No pupil exclusions</li> <li>• Participation in enrichment activities by pupils from disadvantaged backgrounds.</li> <li>• Good relationships formed between school and families</li> </ul>

## 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: £18,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the development of early speech, language and communication in foundation stage children</p>	<p>To use BLAST (Boosting Language Auditory Skills and Talking) in our Nursery &amp; Reception pupils.</p> <p>Research shows that children from socioeconomically disadvantaged backgrounds are more likely to have low language skills than that of their peers.</p> <p>Everybody Talks Ltd, run by John Doleman, provides tailored Speech and Language therapy provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p>	<p>1 &amp; 5</p>
<p>To ensure all relevant staff (including new staff) have the right resources and are teaching high quality phonics sessions which are effective in improving pupils progress. (Key priority of FDIP and individual strategic school plan)</p> <p>In addition, for pupils in higher key stages that have gaps in their phonic knowledge, appropriate interventions are delivered.</p>	<p>As of 10th July 2021, Little Wandle Letters and Sounds Revised was a phonics programme validated by the Department for Education.</p> <p>In addition, phonics approaches have a strong evidence base that indicates positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The Little Wandle Phonics project has demonstrated that it can improve pupils Early Reading and therefore their access to the wider curriculum. It now needs to be rolled out across the Federation and monitored for impact.</p>	<p>3 &amp; 5</p>

<p>To embed new reading / writing scheme to inspire and engage pupils, and give them purposeful writing opportunities.</p>	<p>The Power of Reading is an evidence led programme which fosters a life-long love of reading and writing. Research has shown that disadvantaged pupils' outcomes at the schools using Power of Reading increased by 28.6 percentage</p> <p><a href="https://clpe.org.uk/system/files/BRADFORD%20SSIF-Final-report-April-2019-v3-FINAL_0.pdf">https://clpe.org.uk/system/files/BRADFORD%20SSIF-Final-report-April-2019-v3-FINAL_0.pdf</a></p> <p><a href="#">THEPOWEROFREADING.pdf</a></p>	<p>3 &amp; 5</p>
<p>To train two members of staff to be Forest School Leaders Level 3 who will be able to run outside weekly sessions with pupils.</p>	<p>Research shows that Forest School experiences can improve pupils' confidence, communication and social skills, physical and mental well-being. Our data shows that many of our disadvantaged children do not enjoy many outdoor experiences with their families. Together with our participation we aim to offer our disadvantaged pupils outdoor experiences that help to extend their knowledge, build team skills and independence and increase their well-being.</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p><a href="#">Forest Schools in Great Britain: An Initial Exploration - Trisha Maynard, 2007 (sagepub.com)</a></p> <p><a href="#">EJ1225663.pdf (ed.gov)</a></p>	<p>1 &amp; 6</p>

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

Budgeted cost: £398,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a Speech and Language teaching Assistant	<p>Early identification and intervention of pupils with speech and language needs. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1 & 5
School Led Tutoring	<p>Small group tuition has an average impact of four months' additional progress over the course of a year – EEF –</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>We have decided to use a core group of teachers to roll out the tutoring programme from January 2023.</p>	3 & 5
Additional phonics sessions targeted at pupils who require further phonics support.	<p>Rapid Catch Up for 7+ from Little Wandle will be delivered daily by trained teaching assistants. This will follow a stage not ages path so that pupils are supported from their starting point.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	3 & 5



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

Budgeted cost: £136,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Encouraging the attendance of Pupil Premium children to Breakfast Club.</p>	<p>Research shows that Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	<p>2 &amp; 5</p>
<p>Attendance Officer to follow the Attendance Action Plan and support families with attendance needs.</p>	<p>Research and our internal data informs us that disadvantaged pupils are less likely to attend school consistently, and this has an adverse impact on their education, relationships and future opportunities.</p> <p>Many of our targeted interventions only have an impact if a child attends school regularly. For this reason, we have appointed an Attendance Officer, who works closely with Sophie Nelson, the School Liaison Officer for Swale.</p> <p>We have raised the profile of attendance throughout the school making it everyone's responsibility and established a policy of phone calls by class teachers, and door knocks by members of SLT and the Wellbeing team.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>2 &amp; 5</p>

<p>Disadvantaged children accessing enrichment activities including trips and after school clubs</p>	<p>Research shows that 40% of children in England's most deprived areas are overweight and 81% of children living in poverty do not participate in sports clubs.</p> <p>Lunch time play leaders are employed to offer extra-curricular clubs to disadvantaged pupils. This will increase physical activity, opportunities for social networking and improve well-being.</p> <p>Year 6 Residential and other class trips are subsidised for pupils receiving pupil premium funding. Research has shown that trips can impact on relationships, students' sense of community, their confidence, attainment and engagement, and student leadership skills. Without this funding, many disadvantaged pupils would not have access to trips.</p> <p><a href="https://www.sportinspired.org/the-problem-were-solving?qclid=EAlalQobChMI3dvFjeLS-glVRLDtCh1gDgvWEAAYAAEgKVS_D_BwE">https://www.sportinspired.org/the-problem-were-solving?qclid=EAlalQobChMI3dvFjeLS-glVRLDtCh1gDgvWEAAYAAEgKVS_D_BwE</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>6</p>
<p>School Minibus</p>	<p>Our school minibus enables us to take children to enrichment activities (Class Trips, swimming lessons). We also provide a transport service to pupils who would otherwise be unable to come into school. These include disabled pupils, pupils whose parents are incapacitated, and pupils with persistent absences. Our data has shown that this has a positive impact on attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>2, 5 &amp; 6</p>

<p>Well-Being Team &amp; ELSA</p>	<p>Research shows that education and health are closely linked. Promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes. Furthermore, evidence confirms that there are clear links between poverty and mental health and wellbeing.</p> <p>Such mental health problems in childhood can lead to reduced life chances by disrupting education and limiting attainment, affecting social participation and reducing the ability to find and sustain employment.</p> <p>Our well-being team consists of a Family Liaison Officer who is also a Designated Safeguarding Lead; an ELSA specialist, a Pastoral Support Worker and employ the services of a qualified play therapist.</p> <p>An ELSA in a school is an Emotional Literacy Support Assistant. ELSAs are trained in supporting children's social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p> <p><a href="https://committees.parliament.uk/committee/203/education-committee/news/161687/disadvantaged-pupils-facing-epidemic-of-educational-inequality/">https://committees.parliament.uk/committee/203/education-committee/news/161687/disadvantaged-pupils-facing-epidemic-of-educational-inequality/</a></p>	<p>5 &amp; 6</p>
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<p>Parent workshops and Class Dojo</p>	<p>Parent Workshops give parents help and support to understand how they can support their children with their learning. Early reading and mathematics workshops are run at the beginning of the year to provide practical strategies to support learning at home.</p> <p>Parents are able to contact teachers directly through Class Dojo to seek help with their child’s learning, or to share well-being messages. Teachers are able to share class activities through this platform too. The school keeps parents updated through regular school messages.</p> <p>Coffee mornings are scheduled regularly through the year, so that parents can engage on a less formal basis. These sessions are run by our Well-Being Team.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>4</p>
<p>Target Tracker</p>	<p>The purpose of Pupil Premium funding is to ensure that schools have the capacity to focus on closing the achievement gap. In order to identify and analyse gaps for our pupils we use Target Tracker.</p> <p>This is a complete assessment education software package that supports the entry, analysis and sharing of pupil progress and attainment data through Early Years, Key Stages 1 and 2.</p>	<p>5</p>

**Total budgeted cost: £ 554,472**

## 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 2021 to 2022 academic year.

During 2021-2022, Deputy and Assistant Heads across the Federation **completed the year long course “Tackling Disadvantage”** led by Marc Rowland and the Durrington Research School. This enabled us to focus on the specific challenges our schools face when attempting to improve outcomes for our disadvantaged learners. Once we had established the specific issues to address the needs of our pupils, we have used a tiered approach to write a new three-year Pupil Premium Strategy for 2022-2025.

Participation in this course was a priority in the previous PP Strategy, and as such has enabled us to critically evaluate that Strategy and construct a new evidence-based document from which to work on for the next 3 years. In addition, through this we have also made links with another school in Swanley, St. Mary’s, which has helped us to consider other strategies that have worked in a school with similar pupil premium numbers.

A second priority was **to ensure all relevant staff have the right resources to teach high quality phonics sessions**. The transition to Little Wandle was started at West Minster in September 2022. Staff underwent over five hours of online training and all relevant resources were purchased by the Phonics Lead. Observations during terms 3, 4, 5 & 6 were conducted to ensure phonics were being taught following the scheme, and staff surveys were conducted to ascertain whether additional training or resources were needed. As we have not completed a whole academic year of the new program, we do not have conclusive data to evaluate the impact of the new scheme, and have therefore carried it over into the new Pupil Premium Strategy. However, through observations, regular phonic assessments, staff and pupil voice, we believe that it is having a positive impact on early reading especially for our disadvantaged pupils.

Our wider strategies included **encouraging the attendance of PP children to Breakfast Club and the Attendance Officer and Assistant to follow the Attendance Action Plan and support families with attendance needs**. The Breakfast Club is well established at West Minster and has proved to help pupils with low attendance and ensure that pupils have the sustenance to learn effectively. We acknowledge that whilst the majority of Breakfast Club attendees are our disadvantaged pupils, we could do more to encourage attendance. We have included Breakfast Club in our new strategy, and

moving forward in the current economic climate, we need to evaluate our capacity to ascertain how many more disadvantaged pupils we could offer this to.

Attendance, as in most schools has continued to be challenge after the Pandemic. Therefore, for the academic year of 2022-2023, we have changed our staffing arrangements by promoting the Attendance Assistant, and ensuring that each school had an Attendance Officer based in school. We have liaised with the SLO for Swale and are currently implementing many of her suggestions to improve attendance. This priority has also been carried over to the new Strategy.

## 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
Power of Reading	CLPE
Little Wandle	Letters and Sounds
White Rose Maths	White Rose
Charanga Music	Charanga
Language Angels	Nubridge Publishing

## 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?	We have no service pupil premium allocation

## Further information (optional)

During 2021/22, the Deputy and Assistant Heads from both Rose Street School and West Minster attended a year long course on Tackling Disadvantage led by Marc Rowland and Durrington Research School. We have constructed our Pupil Premium Strategy based on the following 7 principles:

### 1. Readiness

Is the culture of the school right? Do all teachers and leaders have the highest expectations of all pupils, irrespective of their backgrounds?

What does this look like, day in and day out?

Are strong relationships fostered in the school, between adults and children but also with adults and their peers and children and their peers?

Does the leadership team of the school have the capacity to really drive this improvement work forward?

These are key questions that we have asked ourselves to outline the foundations for tackling educational disadvantage.

### 2. Assessment of need

There are many factors that will potentially impact the learning of pupils from a disadvantaged background. Many of these are out of our control, so we need to ensure that we are focusing on the factors that we can have an element of control over.

The key questions our leaders considered were:

- How does educational disadvantage impact the learning of children in our school?
- What is within our control as a school to address this?
- We can have an influence on factors such as reading, vocabulary, self-regulation, classroom discourse etc., so is this where we are focusing our energies?

### **3. Adopt a tiered approach to tackling educational disadvantage**

The EEF suggest a tiered approach to tackling educational disadvantage. This involves a focus on:

- High quality teaching – an evidence informed approach to teaching (including the aspects of teaching mentioned above), supported by high quality professional development.
- Targeted academic support – structured intervention, small group tuition and one-to-one support
- Wider strategies – behaviour and attendance approaches, breakfast clubs, other extracurricular activities.

### **4. Evidence check**

Having identified the issues that we are going to focus on to tackle educational disadvantage in our context, we felt it was important to look to the evidence to find out what is most likely to work.

Sources of evidence that we used included:

- The Teaching and Learning Toolkit and The Early Years Toolkit
- Guidance Reports
- Promising Projects
- Reports from the DFE and Ofsted

### **5. Produce an effective implementation plan**

Effective implementation is key to the success of any new approach in school. We used the EEF's guidance report on effective implementation and a number of other excellent supporting resources.

These resources explore the four stages of effective implementation:

- Explore – define the problem we want to solve and identify appropriate programmes or practices to implement.
- Prepare – create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.
- Deliver – support staff, monitor progress, solve problems and adapt strategies as the approach is used for the first time.
- Sustain – plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.



## **6. Set clear milestones**

As a part of our implementation plan, we set ourselves clear milestones for monitoring how effectively the strategy is being implemented in terms of:

- Fidelity – is the new approach being implemented across the school in the way that it was intended?
- Reach – is the new approach having an impact on all pupils across the school?
- Acceptability – is the new approach becoming embedded into the day to day practice of all teachers?

The outcome of these monitoring milestones then shapes the future direction of the work.

## **7. Robust evaluation**

At the outset, we considered how we will evaluate the impact of the new approach.

For example:

- Is it changing the knowledge and understanding of the staff in terms of the approach and the research evidence behind it?
- Is it changing the decisions that happen in the classroom and therefore what happens in the classroom?
- Is it changing the learning behaviours of the pupils?
- Is it making a difference to what pupils know and are able to do?
- Is it making a difference to pupil outcomes?