

Pupil Premium Strategy Statement for Western Road Community Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	7.1% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	10 th December 2024
Date on which it will be reviewed	2 nd September 2025
Statement authorised by	Gabbie Jerrit
Pupil premium lead	Alice Bracher
Governor / Trustee lead	Tom Jeffery / Karen Wallis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,635.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 17,635.00

Part A: Pupil premium strategy plan

Statement of intent

- Western Road Community Primary School's philosophy of education is underpinned by a passionate belief in the development of the whole child – academically, physically, socially, spiritually and emotionally.
- We support a creative cross-curricular approach to learning, with high expectations of children's achievement, delivered by excellent teaching. Through this approach, children will experience the joys of discovery, solving problems and being creative within all subjects, while developing the self-confidence to engage in and challenge their world. Through a broad and balanced curriculum, we encourage our children to be active participants in their learning journey as they acquire the skills, knowledge and attitudes that will enable them to achieve their greatest potential.
- We have high expectations of children's behaviour, as we believe that children will only achieve their full potential in an inclusive environment, in which they feel safe and secure, where they are encouraged to strive for improvement and where success is recognised and rewarded. The use of positive behaviour strategies is vital in creating a happy, nurturing, mutually respectful and creative learning environment.
- To fulfil this vision for our children, we strive for our school to be a learning community in which parents and carers are partners in their child's education and in which our staff are encouraged and supported to develop professionally, enabling them to provide an academic, emotional, physical, spiritual and social education of the highest standard. At Western Road Community Primary School, we have high aspirations and expectations for all learners. We believe that all pupils should be able to reach their full potential and be well-equipped for the next stages in their learning.
- We believe that all pupils can develop the necessary knowledge and understanding in order to succeed and be part of our wider community.
- We believe that all pupils, particularly those who are disadvantaged, should have access to high quality, enriching learning experiences throughout their primary years as part of our broad and balanced curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Many of our children in receipt of Pupil Premium benefit from a wide pastoral offer, to support with social, emotional, mental and physical health needs.
2	Some children in receipt of Pupil Premium are not making as rapid progress in their reading, writing as maths as their peers.
3	Some children in receipt of Pupil Premium have lower attendance and poorer punctuality than their peers.
4	Many of our children in receipt of Pupil Premium do not have access to the same rich and varied experiences as their peers.

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
Close learning gaps in reading, writing and maths for children in receipt of Pupil Premium.	Achieve outcomes in-line with, or above, national average (for children entitled to PPG) by end of Key Stage 2. Continued staff training in reading, writing and maths to focus on quality-first teaching. Interventions are in place for pre and post teaching to support children's learning.
Make early reading a priority for all children with emphasis on children in receipt of Pupil Premium.	Achieve at least 85% in Year 1 pass with Phonics Screening Check. Reading and phonics interventions groups are in place for children who need additional reading opportunities and support.
Raise profile of good attendance and punctuality so that children in receipt of Pupil Premium attendance and punctuality is at least in line with their peers.	Attend school at least 96% of the time (whole school target). Consistency in identifying and supporting children for whom attendance and/or punctuality is an issue.
Social, emotional, mental and physical health needs are supported to enable children to access all aspects of school life.	Soft starts, play/lunchtime support, play therapist/nurture group sessions available. Sustained high levels of wellbeing demonstrated by data including Pupil Voice, pupil and parent surveys and staff observations.
Increase availability and inclusion to wider enrichment opportunities.	Attend wider opportunities eg all enrichment opportunities (trips, visits, linked to our school

	<p>value of 'Lewes and Beyond') and some after school clubs.</p> <p>Continue to subsidise children in receipt of Pupil Premium for all enrichment activities, including trips, visits, residential, music lessons and after-school clubs (linked to our school values).</p> <p>An increase in participation in enrichment activities, particularly by those in receipt of Pupil Premium.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in reading, writing and maths.	<p>Ongoing CPD to further improve staff knowledge and understanding in planning, teaching and evaluating high quality teaching and learning with particular focus on reading, writing and maths.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	2
CPD on metacognition	<p>Ongoing CPD to further improve staff knowledge and understanding of how pupils learn most effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1, 2, 3, 4
CPD in SoundsWrite phonics scheme for early reading focus.	<p>Ongoing importance of fidelity and associated monitoring of delivery of SoundsWrite phonics scheme to further improve early reading delivery and impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2

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

Budgeted cost: £ 15635.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group structured interventions. Specialist dyslexia teaching for 3 focus pupils.	Targeted interventions to help to improve reading, writing and maths alongside improving overall confidence in learning. Ensure next steps are clearly identified and appropriate targets set for each session.	1, 2
Support to access music lessons.	Access to high quality small group tuition music lessons, subsidised 50% by school and 50% parents/carers.	3, 4

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

Budgeted cost: £ 1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing monitoring and review of attendance with support for families and pupils	Whole school attendance target 96%. Good attendance has a positive impact on pupil life chances and mental health and emotional wellbeing. The higher the percentage of sessions children are in school, the high the likely level of attainment and progress at the end of Key Stage 2. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 3
Purchase additional reading resources (Phoenix Comics)	Enrichment of personal interests of pupils. Increase reading enjoyment and ability for good learning behaviours and access to the wider curriculum. https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency	1, 3, 4

Music lesson support	<p>Access to wider opportunities – part-funding violin lessons 50% school funded and 50% parents/carers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 3, 4
<p>Access to enrichment activities eg school trips (including Year 6 residential), visits in school and community events eg tickets to Halloween disco (links to our school values).</p>	<p>Increased sense of belonging</p> <p>Children who have access to a range of experiences have an enhanced knowledge and understanding of the world and have more positive attitudes to learning.</p> <p>Access to wider opportunities has a positive impact on pupils' experiences and mental health and emotional wellbeing.</p> <p>Behaviour and well-being interventions may help to improve academic progress along with a decrease in undesirable behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 3, 4

Total budgeted cost: £ 17,635.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>2023 – 2024 15 pupils entitled to Pupil Premium Grant (7.1%) Assessments – GLD, phonics screening, Year 2 optional SATS, Year 4 multiplication check, Year 6 SATS, termly teacher assessments recorded using Target Tracker</p> <p>EYFS 1 pupil 100% achieved GLD</p> <p>Year 1 3 pupils 66.7% achieved Phonics Screening Check</p> <p>Year 2 2 pupils 100% ARE in reading, writing and maths</p> <p>Year 3 4 pupils 0% ARE in reading, writing and maths</p>

1 pupil made 1 step progress in reading, 3 steps progress in writing and 5 steps progress in maths

3 pupils made 0 steps progress in reading, writing and maths

Year 4

3 pupils

100% ARE in reading, writing and maths

33.3% GDS in reading

100% achieved over 50% in the multiplication check

Year 5

2 pupils

50% ARE in reading and maths, GDS in maths

50% BLW in reading, writing and maths but made 5 steps progress in reading and 6 steps progress in writing and maths

Year 6

Not applicable

Overview

All pupils entitled to the pupil premium grant had full access to all enrichment activities and community events

92.57% attendance for pupils entitled to the pupil premium grant

95.31% whole school attendance (above National and East Sussex)

0% suspensions or exclusions for pupils entitled to the pupil premium grant

Overall pupils entitled to the pupil premium grant have good attendance, full access to the wider curriculum and are achieving and making expected progress. 4 pupils have not made expected progress in reading, writing and maths due to processing skills (3 pupils) and attendance (1 pupil). Additional tuition methods will be investigated to support 3 pupils (specialist dyslexia teaching). Additional attendance support will be investigated to support 1 pupil (Team Around The School).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rockstars	TT Rockstars
SoundsWrite phonics scheme	SoundsWrite
Language Link	Language Link
Speech Link	Speech Link

Service pupil premium funding – not applicable

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable

Further information (optional)

Not applicable