

# Pupil premium strategy statement



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 next academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	West Didsbury CE Primary
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	13
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Hannah Large Head of School
Pupil premium lead	Hannah Large Head of School
Governor / Trustee lead	Felicity Bradley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75,480
Pupil premium funding carried forward from previous years	£0

# Part A: Pupil premium strategy plan

## Statement of intent

### School Context

Some of our children entitled to Pupil Premium funding

- Have Special Educational Needs
- Have limited early literacy experiences which impacts on early reading and phonics;
- Are looked-after (fostered) or have been adopted
- Have low self-esteem or self-confidence;
- Come from families with low aspirations for attainment and have possibly had a slower start than others in learning basic skills;
- Have had limited support at home with early language, reading and writing
- Do not have as many opportunities outside of school to take part in high-quality enrichment experiences because of low interests, low aspirations or low incomes.
- Do not have access to suitable internet/Wi-Fi devices in order to access home learning assignments and activities.

We firmly believe that all children have the capacity to reach their full potential and are entitled to a high quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all of our pupils. The attainment and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils. Over the past years, the tracking and monitoring of Pupil Premium funded children has developed and grown and has therefore impacted upon improving the academic outcomes of disadvantaged pupils of all abilities. We recognise the impact that high quality interventions can have on the outcomes of children who are struggling. However, while our interventions are an effective part of our Pupil Premium Strategy, these are deployed alongside constant efforts to improve quality first teaching, and address wider barriers to learning, such as attendance and behaviour.

Our school data and results show that pupil's joining our Reception class this academic year are still showing low levels of oral language, communication and vocabulary. This is a barrier for many throughout the primary years. Covid-19 has had a negative impact on vocabulary acquisition and development and is evident within primary schools. We will include a drive on closing the vocabulary gap in order to accelerate the progress of disadvantaged pupils. School explicitly aims to develop spoken vocabulary work which works best when related to current content being studied in school, and when involving active and meaningful use of any new vocabulary. The pandemic has also had an effect on the transcriptional skills of children in

their writing development and this still has an impact on some pupils in KS1 and KS2. School explicitly aims to support further development of basic transcriptional skills such as letter formation, basic grammar and punctuation which works best when related to current content being studied in school.

We aim for all disadvantaged pupils in school to exceed nationally expected progress rates from KS1 to KS2.

In terms of academic results at the end of KS2, we aim to see our disadvantaged pupils achieve as well as the average results of pupils nationally. Reaching the expected standard at the end of KS2 ensures that our disadvantaged children are on course to achieve GCSEs in English and Maths.

Our current pupil premium strategy works toward the achieving of those objectives by:

- Ensuring that all teachers are effective and well-trained ensuring that there is a culture of aspirational learning in all classes
- Utilising a systematic synthetic phonics programme that gives disadvantaged children who may have less support at home, support to reading via decoding.
- Employing well established intervention programmes in maths and English led by skilled and experienced TAs and teachers to support those who are not on target to achieve ARE by the end of the school year
- Supporting children with behaviour issues to access the curriculum
- Ensuring that teaching and support staff have access to quality CPD in order to support the academic and well-being needs of the children
- Providing booster support groups to enable the application of SPaG understanding to written work
- Providing interventions to support speech and language development in EYFS and KS1
- Providing daily reading support to those that need it
- Providing support to bridge the gap in transcriptional writing skills
- Providing pre-learning support groups to enable children to achieve in maths and in foundation subjects
- Expanding the horizons of children with limited experience of real life first hand cultural and sporting opportunities.
- Providing opportunities to support children with social and emotional needs

These aims flow from our Christian ethos and core values of belonging, believing, becoming. and high aspiration for every child. They underpin the decisions we make and how we allocate resources to support those most in need. Our goal is that every child leaves our school having acquired the knowledge, skills and cultural capital they need to succeed in life: that they are

well-prepared socially, academically and emotionally for the next stage in their schooling journey.

## Challenges

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

Challenge number	Detail of challenge
1	Limited phonetical awareness compared to peers
2	Limit speech development and vocabulary experience compared to peers
3	Limited maths fluency compared to peers
4	Limited reading experience; therefore inference skills compared to peers
5	Limited writing skills eg correct application of spelling, grammar and punctuation to written composition.
6	Limited real-life experience opportunities
7	Attendance less than those of peers.
8	Limited organised out of school activities
9	Social and emotional challenges – lack of self-esteem and self-regulation.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, Wellcomm, teacher assessments and observations indicate significantly improved communication and oral language skills. Analysis of the percentage of pupils achieving their targets on termly data. Increase in the number of pupils achieving targets on their plan. Increased percentage of EYFS achieving Communication and Language Early Learning Goal
Disadvantaged pupils perform above national in EYFS, Phonics and in End of Key Stage Assessments	End of KS1 and KS2 data (July 2025) and Phonics Screening data demonstrate improved attainment and progress Increase in the number of pupils achieving targets on

	their plan. KS1 pupils with below than expected S&L skills reach ARE by end of year. KS1 and 2 pupils will be able to achieve in line with national average expectations or exceed these expectations.
Increased writing attainment throughout the school	Children of disadvantaged families will have increased attainment levels at end of academic year- progress will be evident in books
Any families requiring technological support to access all Home Learning and communication with disadvantaged pupils' parents and carers will support provision offered in school	Following survey, all PP children are able to access online Home learning in order to consolidate their learning.
Further increase overall average attendance and punctuality figures for all PP children	Continue to increase average attendance and punctuality figures for all Pupil Premium children targeting individual children/ parents with attendance that is significantly lower. Termly Attendance figures reported to governors.
Increased social opportunities within school for children to engage with others	Continue to enhance the school environment to create opportunities for disadvantaged children to engage with peers in a social context

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25,500 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and Support for ECTs	EEF research states that the most effective use of PP spending is to ensure an effective teacher is in front of each class. ECT's are rightly highlighted as a priority to ensure that they feel supported and equipped to deliver lessons confidently to their class. Well	1-6

	supported and equipped ECTs are far more likely to stay in the teaching profession and repay the initial training investment with years of service. Support given by Deputy Headteacher via Bright Futures ECT programme. DHT delivers weekly instructional coaching to target specific development points and plan and practice to ensure that the impact is evident in class.	
SSP programme	DfE guidance requires that all schools adopt a Synthetic Systematic Phonics programme. Research shows that disadvantaged children are those in most need of a highly structured programme as support in the area of phonics may not be available at home	1,4,6
Increase in early reading resources	DfE guidance requires that all schools adopt a fully SSP decodable reading programme. Research shows that disadvantaged children are those in most need of a highly structured fully decodable reading programme as support in other ways to access reading eg through real world literature rich books may not be available at home.	1,4,6
Diversity books representative of our community	Increase breadth of Diverse literature to be experienced by all creates a more inclusive society	4,6,9
CPD for staff on Subject lead development	Termly release time. This allows teaching staff to have the opportunity to observe teaching in subjects that they lead. This in turn ensures that there is aspirational and engaging learning across all subject areas, not just English and maths and for all learners not just those who are disadvantaged.	1-6
CPD for staff on English and maths subject knowledge	Termly release time. This allows teaching staff have the opportunity to observe teaching in subjects that they lead. This in turn ensures that there is aspirational and engaging learning across the areas, for all learners not just those who are disadvantaged. Focus on maths and Writing leads auditing,	1-6

	researching, evidencing. All staff to receive /participate in high quality CPD led by experienced SLT and outside providers.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33,600 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing extra tuition ahead of SATs February to May Teacher and TA 90 minutes per week x 10 weeks. Year 6	Children who are disadvantaged need support to ensure that previously learned knowledge is revised and embedded ahead of national assessments. This support may not be available at home	3,4,5,6,9
Phonics booster sessions Year 1 Year 2	Targeted phonics support – it is essential that children who are disadvantaged are confident with phonics so that they can phonologically decode words and blend graphemes in order to develop good spelling practices. These booster sessions support children some of whom may not have support at home.	1,2,4
CPA resources	Targeted support given to children to enable them to achieve maths fluency. Purchase of CPA resources to enhance children's fluency	3,6
Maths fluency interventions Year 3,4 and 5	Targeted support given to children to enable them to achieve maths fluency.	3,6
Reading fluency interventions Years 1-4	Targeted support given to children to enable them to achieve reading fluency. TA support and other adults daily	1,2,4
Writing booster sessions Years 3-6	Children who find it challenging to apply SPAG knowledge into writing composition.	4,5
Nessi	This is a proven and efficient spelling intervention designed to give children extra confidence with their spelling.	1,4,5

Wellcomm	This is a proven speech programme effective with EYFS	1,2
Developmental Language Disorder interventions Speech and Language Therapy per child cost of programme plus TA support	Children need specific DLD interventions in order to access the curriculum at an appropriate level. Key input by therapists is then followed up by specific TA input.	1,2
Times Table Rockstars	This is an enjoyable and motivational way to engage children with learning their times tables – a crucial aspect of maths fluency	3
Mathletics	This is an enjoyable and motivational way to engage children with maths homework	3
CPD for staff on effective use of tech platforms to target support for children	A focus this year is effective use of tech platforms to support individual need within learning. All staff will receive CPD on how to maximise the teaching and learning opportunities using tech platforms.	3

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

Budgeted cost: £ 16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding educational trips and visits Eg Condoval Hall residential trip Educational trips	Funding educational trips and visits Eg Condoval Hall residential trip Educational trips. Children have essential first-hand experiences to engage them, broaden their horizons and add to their real life experience. Residential trips enhance disadvantaged children's understanding of the outdoor world and help them to overcome physical and mental challenges and engage in team activities Educational visits link directly to the curriculum and have an impact on	6,8,9



	learning. They also help disadvantaged children to understand the world of work.	
Funding sporting and cultural activities Eg Piano lessons and after school sports sessions.	Children have the opportunity to improve their sporting skills and/or learn to play an instrument thus widening their future opportunities and life chances.	6,8,9
Increased reading opportunities	Outdoor area developed for reading and social time with peers- chance to read for pleasure- increased opportunities to engage with peers	1,2,4,6
Improved outdoor area- Peer mediation training and resources	Increased opportunity for children to play together and develop social skills/interacting skills/team work skills.	6,8,9
Improved support for children new to English	Increased opportunity for children to play together and develop social skills/interacting skills/team work skills by developing a buddy system and starting the Young Interpreter's scheme	6,8,9
Increased organised out of school competition /experiences	Children will have opportunity to play sport against other schools, experience intra Trust activities- Eco Group/sports matches	8
Weekly time to talk play sessions to develop self-regulation	Time to talk and communication groups for children who have social and emotional needs and challenges. This support is across all year groups wherever the need lies. Several of our disadvantaged children who have separation, emotional and social anxieties are given this support. This in turn enables children to self-regulate, build resilience and develop coping strategies in order to access the curriculum for the maximum time.	2,9
Picture News	Subscription to Picture News enables our children some of whom may live in households where current news and affairs are not discussed, to engage with and be informed about wider world issues	6,9

**Total budgeted cost: £ 75,900**

## 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.

It details our assessment of how successfully the intended outcomes of the plan were met.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

**Reception:** 6 children were eligible for Pupil Premium funding.

83 % achieved a good level of development ( GLD)

**Year 1 Phonics Screening:** 10 children were eligible for Pupil Premium funding.

70% achieved the standard at the phonics check

**Year 6 SATs:** 12 children were eligible for Pupil Premium Funding.

70% of children achieved ARE in Reading; 50% achieved GD

70% of children achieved ARE in writing 20% achieved GD

70% of children achieved ARE in maths; 50% achieved GD

Absence among disadvantaged pupils was 3% higher than their peers in 2023/24, but has decreased over the last three years. We recognise this gap still needs closing which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our disadvantaged children received their entitlement to a full and rich education. They participated in their residential, attended all school trips. They took advantage of the extra-curricular club activities offered to them and participated in other activities offered. Their pastoral needs were met by a well-staffed team who engaged in regular meetings with them regarding their wellbeing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the *Activity in This Academic Year* section above. We are focusing on vocabulary acquisition, oracy and writing, as set out in our School development plan.

## 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
TT Rockstars	TT Rockstars
Nelson Handwriting	
Picture News	
Speech and Language Therapy	NHS SAAL
Nessi	British Dyslexia Association
Mathletics	
ELS Phonics	ELS
Powermaths	Pearson