

Pupil premium strategy statement – West Malling CE Primary School and The McGinty Speech & Language SRP 2024 to 2025

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	206
Proportion (%) of pupil premium eligible pupils	26.7%
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 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	David Rye, Headteacher
Pupil premium lead	David Rye, Headteacher
Governor / Trustee lead	Russell Trewartha, Governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£81,400

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is that our children “let their light shine”. Irrespective of their background, or the challenges they face, we have high aspirations for each child to make good progress, achieve high attainment across all subject areas and flourish as an individual. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, as well as treating all families with equal levels of dignity and respect.

Research indicates that the best way to help the most disadvantaged pupils is to have high expectations of our teachers, curriculum and the teaching we offer. An ambitious, rigorously-sequenced and cohesive curriculum, delivered through high-quality, well-planned teaching is therefore at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably the School Improvement Plan.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Teachers know all pupils well as individuals, aiming to identify and address barriers to their learning. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments and observations indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is evident with early writing and the application of phonics to writing, through into KS2 with writing fluency and the technical elements of writing.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly through KS2.
5	Our assessments, observations and discussions with pupils and families have identified a growing number of social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment, and are evident from entry onwards.
6	Data indicates that attendance among disadvantaged pupils is consistently lower than for non-disadvantaged pupils. The impact on disadvantaged children is also enhanced through significant pupil mobility of this group.
7	Challenges with community cohesion between different parent groups. This leads into parental engagement and developing understanding of the curriculum and how best to support children at home emotionally and academically.
8	High proportion of disadvantaged learners face additional barriers and also have SEND (41%).

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery.	Teachers have strong pedagogical knowledge and make well-informed pedagogical choices. Pupils remember more over time.
Raise disadvantaged attainment in all key metrics at each statutory assessment point.	Disadvantaged pupils attain at the same level as non-disadvantaged pupils nationally at each statutory assessment point.

Early identification of disadvantaged pupils that struggle with language and early reading with associated early intervention.	Disadvantaged pupils make 'better than good' progress in reading from their starting points and leave KS2 with age-appropriate reading skills.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations; • reduction in social and emotional issues amongst pupils; • a significant number of disadvantaged pupils participate in enrichment activities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1%.

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: £28,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focussed on evidence-led teaching approaches, delivered in line with the EEF guidance.	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practise them with peers and apply them to future classroom practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://www.suttontrust.com/our-research/improving-impact-teachers-pupil-achievement-uk-interim-findings/?gad_source=1&gclid=EAlaQobChMliJ6WzobxiqMVvZZQBh2WVwTzEAAYASAAEqIQy_D_BwE	1,2,3,4 & 8

Provide instructional coaching for all teachers.	Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback by an expert. The EEF designate this as follow-on coaching and put this at the heart of effective professional development, following on from initial training. https://samsims.education/2019/02/19/247/ https://www.ambition.org.uk/blog/what-instructional-coaching/	1,2,3,4 & 8
Continued development of high quality curriculum resources that are ambitious & academically rigorous.	A strong, ambitious curriculum which logically sequences lessons has been shown to be essential for learning to take place. Teachers' subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils, has also been highlighted as effective practice. https://evidencebased.education/great-teaching-toolkit-evidence-review/	1,2,3,4,6,7 & 8
Improve the quality of social & emotional (SEL) learning. SEL approaches will be embedded into routine educational practices & supported by professional development & training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg. improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5 & 8
Pupil Premium Champions in both KS1 & KS2 to lead on raising attainment strategically.	Rigorous tracking of interventions, support and opportunities being offered to disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	All

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

Budgeted cost: £20,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	1,2,3 & 4

diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	
Identifying children early for speech & language interventions & ensuring these take place as required.	Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Interventions: • Nuffield Early Language Intervention • NESSY dyslexia support	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention https://www.nessy.com/en-gb Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4,5 & 8

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

Budgeted cost: £32,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
ELSA support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg. improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term	5,6,7 & 8
Maintaining the integral role of the Families & Community Manager – promote good attendance & punctuality, support self-esteem & confidence of vulnerable pupils, improving access to learning. Providing individual family support for vulnerable families.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	All – particularly 5,6 & 7

Total budgeted cost: £81,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below are details of the performance of our disadvantaged pupils at the end of the previous academic year (2023-2024).

Year 1 Phonics (8 PP children)		
PP	Non-PP	National Non-PP
75%	83%	83%

End of KS1 (7 PP children)	Meeting the Expected Standard		
	PP	Non-PP	National Non-PP*
Reading	57%	65%	73%
Writing	29%	65%	65%
Maths	71%	74%	75%

* National KS1 data is from 2022-2023 as this is the latest available.

End of KS2 (11 children)	Meeting the Expected Standard		
	PP	Non-PP	National Non-PP
Reading	55%	86%	79%
Writing	45%	81%	78%
Maths	64%	90%	79%
RWM combined	27%	81%	67%

The data demonstrates that disadvantaged children did not perform as well as their non-disadvantaged peers in all areas. The green shading shows instances where this difference is less than one child, while the yellow shading demonstrates where the gap is between one and three children. Where the shading is red, the gap is significant and greater than three children.

The following table indicates how this gap has changed over time. This indicates that the disadvantage gap is closing in 56% (10/18) of cases and has remained static in 11% (2/18) of cases.

Pupil Premium Overview
2023 – 2024
Term 6

Current number of PP pupils	Reading (% Gap with National Non-PP)	Writing (% Gap with National Non-PP)	Maths (% Gap with National Non-PP)
Year 6 (11) <i>1PP is 9%</i>	23%	32%	15%
Year 5 (10) <i>1PP is 10%</i>	48%	67%	49%
Year 4 (13) <i>1PP is 8%</i>	40%	62%	33%
Year 3 (9) <i>1PP is 11%</i>	67%	55%	57%
Year 2 (7) <i>1PP is 14%</i>	16%	36%	4%
Year 1 (8) <i>1PP is 13%</i>	-2%	27%	12%
Key to colours	Gap closing	Gap static	Gap widening

Co-ordinated by the school's Designate Mental Health Lead, there is a clear tiered approach to the wellbeing of, and support for, the Social, Emotional and Mental Health (SEMH) of pupils. This is having a positive impact on pupils, enabling them to engage more successfully in learning and requires continued tracking.

Attendance data demonstrates that the attendance of disadvantaged children had improved from the previous year, rising from 91.1% to 92.6% by the end of the 2023-2024 academic year. The attendance of non-disadvantaged children was 96.0% at the end of the same year, indicating a gap of 3.4%.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation
Dyslexia Support	Nessy