

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic years) 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 Tytherley CE Primary School
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	14% (8)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lucy Macey
Pupil premium lead	Lucy Macey
Governor / Trustee lead	Derek Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12930

## Part A: Pupil premium strategy plan

### Statement of intent

This is a School where we practice the philosophy that “One size does NOT fit all”, that children need different support, interactions and provisions according to their circumstances and that this can alter as they move through the school and experience change in wider life. Our practice is that the children at West Tytherley Primary School are known and valued in all ways as individuals and this enables us to meet and develop both their educational and emotional needs.

For our pupil premium children this philosophy is particularly pertinent. We prioritise ensuring that we know these children exceptionally well, with regard to their educational, physical and emotional needs.

We hold these children at the fore during half-termly pupil progress meetings, weekly staff meetings, and in quarterly reports to Governors. These children receive quality first teaching to ensure that they make better than expected progress.

### Challenges

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

Challenge number	Detail of challenge
1	Securing phonological knowledge can take longer to achieve, more adult support needed in school to ensure regular and consistent practice.
2	The need to ensure that knowledge is secured and connections between different areas both within a subject ( e.g. maths) and across a range of subject areas.
3	Lack of confidence and independence when approaching new or unfamiliar tasks. Some avoidant behaviours seen, resulting from this. Other behaviours include: emotional responses, friendship issues and over reliance on adult intervention from home.
4	Facilitate support with child care with free ASC and access to clubs, where appropriate, regardless of some restrictions ( eg age).

## 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>Children will be supported to secure a sound phonological knowledge to help with reading.</p> <p>They will be able to use a range of strategies to enable them to decode, blend and spell words</p> <p>Children will develop a positive attitude towards the value of reading and be keen to engage in related activities at home and school.</p>	<p>PP children will pass the phonics check at Year 1</p> <p>PP children will demonstrate a range of taught strategies that will result in successful mastery of all aspects of reading</p> <p>PP children will have reading ages in line with their peers and achieve well at SATS</p> <p>PP children will take an active role in SLS challenges, and have roles as librarians and, where appropriate, literacy leads.</p>
<p>That children will have secure understanding of key foundation skills in English and maths from which to build on</p> <p>That children will make links between areas within subjects and across different curriculum subjects and develop critical thinking skills</p>	<p>Excellent teaching ensures that the children achieve in line with their peers demonstrated in assessments in Maths and English, with a focus on reading, writing, calculation and mental arithmetic</p> <p>Curriculum plans show that links are made and book scrutiny and lesson observations demonstrate that foundation subject teaching is skilful and makes use of engaging activities and memorable experiences.</p>
<p>Improved confidence when tackling new or challenging learning</p> <p>Evidence of trying extra-curricular experiences</p> <p>Child initiated strategies employed to tackle and resolve friendship / peer issues</p> <p>Child initiated strategies employed to manage own behaviour.</p>	<p>Children using scaffolds and models effectively to support learning</p> <p>PP children taking part in a range of clubs and playing in teams associated with them</p> <p>PP children accessing ELSA and becoming adept at utilising strategies suggested in sessions</p>
<p>All children accessing opportunities at school or that are arranged through school including extended hours in school day.</p>	<p>All children accessing all activities regardless of cost, equipment etc.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address the discrepancy in the achievement in Maths for the pupil premium children by assessing them and identifying any gaps in key concepts or barriers to learning.	Need to identify why the children are not achieving in line with peers and eliminate that they have gaps in knowledge. Once this is established the additional support can be implemented or a different strategy pursued.	2
Continue to access walk thru materials to develop teacher efficacy in key areas of their practice eg effective questioning.	These materials are based upon sound pedagogy and are excellent for CPD with staff. The use with all staff ensure consistency across the team. The impact can be monitored by EHT and SLT as well as subject leaders. These all feed into the SIDP>	1 and 2
<i>CPD for the effective teaching of spelling ( 2 teachers)</i> <i>Maths Leaders Course and English Leaders Course</i>	Identified as an area of focus in SIDP  Keep abreast with all the most recent research and suggestions from the SIP in English and Maths and implement them in all classes	2,3,4
<i>CPD for curriculum development- including training for teachers on effective teaching and learning</i>	Teachers need to teach a well-constructed curriculum that makes links and is structured to support the retention of knowledge. Staff meetings include a weekly session about the theory of effective teaching accessing texts such as Rosenshine, Teaching backwards and Paul Dix	3

<i>Voluntary participation and training in EYFS- moderation</i>	Utilise expertise from County advisors to impact on quality of provision in EYFS- phonics teaching, language development and CoEL	2,3,4
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>ELSA / FIEPS sessions</i>	Children have access to resources and learning strategies that support good mental health. Children are able to talk to a trusted adult who, where appropriate, can feedback to the relevant adults who may benefit from awareness of issues.	3,4
<i>Thrive sessions</i>	Children benefit from access to a range of specific activities and approaches that help with regulation of emotions. Thrive can also be used as an effective behaviour management strategy, to relieve the demand of the more formal subjects.	3,4
<i>Extra- curricular activities and provisions</i>	All clubs are non-charging to encourage participation	3,4

<i>including school trips and residential</i>	Trips and residentials are also included to encourage full participation	
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# 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 2023 to 2024 academic year.

We can report on our KS2 data outcome headlines for our pupil premium and service children.

( Pupil premium includes children in receipt of FSM, post looked after children and children in care.)

### KS2 data outcomes

There were no children in receipt of pupil premium who took their KS2 SATS in this cohort.

### Phonics Screening Outcomes

All the children in receipt of pupil premium funding passed their phonics screening test.

### Analysis of the results from the success Criteria

- PP children will pass the phonics check at Year 1

No PP children in this cohort

- PP children will demonstrate a range of taught strategies that will result in successful mastery of all aspects of reading
- PP children will have reading ages in line with their peers and achieve well at SATS

There was 1 child who took the KS2 SATS in the pupil premium cohort. The last data drop in July 2025 showed that 40% of the pupil premium cohort had reading ages in line with their age related expectations.

- PP children will take an active role in SLS challenges, and have roles as librarians and, where appropriate, literacy leads.

Children from the pupil premium cohort have played an active role as librarians and have been encouraged to take part in SLS challenges and activities in the libraries, through specific activities being sign posted through emails to parents.

- Excellent teaching ensures that the children achieve in line with their peers demonstrated in assessments in Maths and English, with a focus on reading, writing, calculation and mental arithmetic
- Curriculum plans show that links are made and book scrutiny and lesson observations demonstrate that foundation subject teaching is skilful and makes use of engaging activities and memorable experiences.

Lesson observations, work sampling, moderation and book scrutiny support that the children are accessing high quality teaching and learning in the foundation subjects, across the school

- Children using scaffolds and models effectively to support learning

Lesson observations focussed on looking at the use of scaffolds to support learning, with positive comments received. The use of scaffolds is a consistent part of the teaching and learning practices across all classes and has been observed by the EHT and the Teaching and Learning lead.

PP children taking part in a range of clubs and playing in teams associated with them

100% of the pupil premium children have accessed at least 4 clubs over the academic year , with 3 children attending clubs every term.

These children have represented the school in a range of sporting activities, both voluntarily and as part of specially selected teams.

- PP children accessing ELSA and becoming adept at utilising strategies suggested in sessions

All pupil premium children have accessed either ELSA or Thrive sessions over the year, with progress tracked and targets set. A proportion of these children have accessed a range of therapeutic activities including a 6 week course of activities working with alpacas.

- All children accessing all activities regardless of cost, equipment etc

As above the children in this cohort have accessed all clubs, with some additional payments made through pupil premium money for clubs such as: coding and mad science.

