



**West Dean Church of England Primary School**  
**West Dean, Chichester, West Sussex, PO18 0RJ**  
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**West Dean CE Primary School Pupil Premium Strategy for the financial year 2020/21**  
**and plans for 2021/22**

This additional DfE funding enables schools to support children who are eligible for Free School Meals, or who are deemed by the school to be in need of additional support. We use it to focus on children's barriers to learning and to address their needs effectively. In a small school, our number of eligible pupils is small: between 2 and 8 pupils generally. Whilst we have some generic provision available to all Pupil Premium eligible families, such as support with funding for trips and clubs etc., we take an individualised approach. We *do* review the progress of this group of pupils as a whole, but it makes more sense to consider individual pupils.

Our experience, analysis and research show that some of the barriers to learning are evident from YR whereas some become more of an issue later on in school. For some children, the majority of these barriers are not easily evident and we need to get to know children well to find out how we can impact positively on their learning and well-being. Additionally, other children benefit from our provision, such as with our focus on metacognition, where children develop effective learning behaviours, such as building resilience and the ability to work independently, creatively or collaboratively.

In response to findings, we have put a number of **layers of provision** in place, in addition to supporting financially with **trips, increased Teaching Assistant & SEN support, Play Therapy, extra-curricular activities, and club attendance.**

This provision is outlined in more detail below the data tables

**Our Pupil Premium Grant Figures:**

<b>Pupil Premium Grant - Financial Year 2020/21</b>	
Total number of pupils on roll	97
Total number of pupils eligible for pupil premium	3
Amount of PPG received	£4035
plus: additional 'ever 6' funding (funding received for pupils whose circumstances have changed: they were eligible for PP funding previously) and CLA (children looked after)	£2690
Carried forward from 2019/20	£2500
<b>Total amount of PPG received</b>	<b>£9225</b>



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Summary and Evaluation of Provision for the Financial Year 2020/21				
provision	cost of provision £	description of intervention	intended Impact	Evaluated impact:
additional adult support in and out of class	7000.00	teaching assistant and teacher time to support individuals and groups	To enable pupils to focus on learning and engage in activities. To enable 'pre-teaching' of concepts to build self-confidence with new aspects learning or unfamiliar contexts. To enable pupils to make 'good' or better progress.	All pupils made good and better progress from their starting points: pupils were enabled to remain in school, where we could monitor them academically and socially/emotionally. This progress has been judged by teacher assessment rather than national tests, as these were cancelled for the academic year. One pupil did not attend school during lockdown and subsequently moved to another school. Significant support was put in place to monitor well-being and progress at home, including home visits. We judge that this pupil did not make good progress, but was kept monitored and safe, with access to the learning.
Attendance at after school clubs and school visits	500.00	support with the cost of after school clubs and visits etc	To enable pupils to be active, healthy, engaged. To provide valuable experiences to support learning, build vocabulary and confidence.	Targeted pupils have accessed after school clubs, but to a lesser extent than in previous years, as we have been unable to offer this provision due to Covid restrictions. Children have received enhanced support in school during lockdown. They have been more active than without this enhanced provision. Support agencies have been signposted to parents.
Support for uniform/other	225.00	purchase of key items of uniform	To enable pupils to be and feel a part of the school community	All pupils had the uniform they needed throughout the year. (reducing this spending has been effective - there is no longer an expectation that school will fund basic items but we are able to support where necessary). No pupils have been negatively impacted by not having uniform.
Resources	1500.00	purchase of specific resources for individuals and groups	To enable learning success	All pupils accessed learning well, with the confidence that they had all the recommended resources in school and at home. Priority was given for laptop use for the pupil who remained at home, but this was not taken up. PP pupils who have been at school throughout the year have been well-resourced and supported.

(Due to our small numbers, we do not identify individuals by stating numbers or percentages)

For detailed evaluations, see the children's Pupil Narrative documents held by staff



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## Detailed Information

The Impact of this provision varies from pupil to pupil, (recorded in individual Pupil Narratives and in-school documentation) but includes:

- **Progress and attainment in line with or better** than other pupil groups/whole school
- **Increased self-esteem**
- **Increased parental/carer engagement** (attendance at events/information sessions/curriculum meetings etc.). The crèche is been used by these parents/carers and others.
- **Improved communication** between the parents/carers and school; text and email alerts, physical conversations, etc
- **Increased parent/carer support of learning** - reading, target work and homework etc. This is beginning to have an impact on **supporting parents with their own gaps**. We have had an increased number of PP parents being involved in school trips, participating in our open mornings/workshops, working in school, as well as being involved in our PTA activities.
- **Children display improved learning behaviours** - they are more communicative, work more independently, strive to achieve, are increasingly resilient and able to articulate their learning, are more boldly creative, cope well with change and make links in their learning. They co-operate well and mix better socially, dealing with social upsets more effectively and with less support.
- **Children know the next steps in their learning and use targets and feedback** to move their learning on. They are involved in this process and progress is evident in a range of their outcomes.
- **New pupils settle quickly and effectively** - they and their parents report that they are happier and love coming to school. They make rapid progress from their starting points at West Dean.
- **Attendance is outstanding** and PP pupils' attendance is in line with the whole school data.
- **Highly successful transition to secondary school** and between classes (Some secondary PP pupils fail to access learning and school later on in their secondary careers, but initial transition is highly successful).

## Provision for Vulnerable Pupils and Families at West Dean CE Primary School

- **COVID SPECIFIC** - *pupils were invited into school and supported in classrooms. Where parents chose to keep them at home, enhanced contact between the headteacher, teachers and parents and pupils was in place frequently and regularly. Pupils were discussed in staff meetings to ensure they were 'visible', making progress, accessing learning, appearing safe and well. Home visits were provided where needed and, on occasions where parents were hard to contact, they were contacted via grandparents and other family members. Repeated invitations to come to school were made. Free School meal provision was ensured, with 'in school' meals, vouchers, food hampers etc. Additional food was sent home to these families when school had a surplus of eg: bread, fruit and vegetables.*
- All our classroom teachers are charged with **getting to know all our families and pupils well**, but specifically with engaging with the PP families, some of whom do not find school such an accessible place. This 'soft' approach to early intervention can be highly effective and gives us the opportunity to ensure that identified parents attend school functions, parent information sessions, support their children more effectively with their learning and feel more a part of the school community. Using this approach, where sensitive situations arise, the staff are more able to approach parents and carers effectively. We work hard to support vulnerable parents and carers, including low-income, those who are uncomfortable in school/have low literacy and numeracy skills, haven mental or physical



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health issues, are single and/or separated. Support can include additional or different communication, advice and support on parenting. Inviting these parents to attend school trips etc. can give an exciting shared experience and help families engage. Providing a crèche for events is an initiative which has proved popular and which we endeavour to offer whenever staffing allows. In several cases, the parents and carers of these children have worked in school, as paid members of staff: this breaks down the barriers for the adults and helps us to communicate effectively. It also provides additional income, sometimes resulting in the Pupil Premium eligibility ceasing! In these cases, although the funding is no longer received, the benefits outweigh this loss of income.

- **Access to extra-curricular/additional learning activities and clubs** - our vulnerable pupils would often not access after school clubs where they socialise, do homework, work on their learning targets, are active and creative. This enables them to have similar experiences to other pupils. On occasions when school requests donations to cover trips, visits and visitors, school usually funds Pupil Premium eligible children with this grant.
- **A comprehensive whole family approach to supporting pupils new to school** - classroom staff support the social settling into school and also quickly target gaps in learning. The emphasis is on 'new' children learning our expectations quickly and feeling that they 'fit in' here, as well as on boosting their learning. We endeavour to give them chance to 'shine' early on, and to engage their parents in events and activities. We encourage "stay and play" in Apple class, from time to time, to encourage parents to come into school. We have reintroduced the class rep system so promote interaction amongst the parents within a class. Chestnut class runs a termly Community Café which is open to parents and the wider community to encourage people to come into our school.
- We have been teaching the children about **metacognition**: helping them to understand how they learn and how they can become even more effective, healthier learners. This previously has had such a supportive impact on many children that we rolled this out further and developed it to focus on specific **learning behaviours/characteristics**. These behaviours were promoted and explored by our whole community, as the theme for our Whole School Productions - The Fantastic Elastic Brain Show and The Fantastic Elastic European Travel Show. These shows and this approach brought the characteristics to life so that we all understood them, aspired to them and understood how they make us better learners. This methodology was designed to be accessible to staff, pupils and parents alike, and the characteristics have become embedded in all aspects of our school life. The characteristics we developed are: **Resilience, Independence, Co-operation, Creativity, Curiosity, Making links, Changing and Learning, and Strategic Thinking**. Research shows that this can have more of an impact on children's learning and outcomes than employing more staff or providing more resources. This work continues throughout 2018 and into 2019, with our assembly and whole school focus on 'what makes me, me' - a variety of powerful resources such as the book: You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything by Matthew Syed, are used to build this ethos, which can be particularly vital for our vulnerable pupils.
- **The mastery approach** to teaching and learning - this method of enabling children to be involved in selecting the level of challenge and embedding learning, with opportunities to assimilate, practice, apply and extend skills before moving on swiftly to other learning benefits all pupils of all abilities and stops 'ceilings' being put on learning. Children are more likely to see themselves as effective learners when they experience this sort of challenge and success, with support and encouragement, rather than being 'stuck' in a group with less control over their learning.
- **Effective feedback** - pupils are increasingly involved in evaluating their own work and that of their peers against intended outcomes. This is with strategies such as using 'polishing pens', symbols, written and verbal feedback, and at the point of teaching wherever possible. Research shows that this is one of the most effective methods of raising attainment. We find that this improved self-awareness is motivational and enables



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progress to be made in 'academic' work, socially and emotionally.

- **Poor attendance** is rigorously followed up and parents are supported in getting children to school on time every day.
- **Resources and strategies to support at home** - increasingly, our classroom staff work with parents to identify resources to send home to support learning, eg: maths resources, books, pencils, ipads etc. Our intention is to get some of our 'hard to reach' parents working alongside staff, governors and other parents to produce some of these resources, to network socially in and outside school and to get more involved in their child's learning. An appreciation of the value of reading to and with children is a simple one but best addressed in this supportive way. Our maths support sessions target specific families.
- **One:one and small group support** for specific emotional, social or learning issues - this is appropriate for children who don't always come into school 'ready to learn', or for those who need an additional 'outlet' for communication and to make them feel valued. Specific gaps in learning can also be tackled in this way. Our Teaching Assistants and Learning Mentor communicate regularly with the Class Teachers to ensure our provision is targeted effectively.
- **Play Therapy** - this bespoke and professional support for children experiencing emotional and mental health issues supports us in addressing complex barriers to learning. Although costly, this is highly effective for the small minority of pupils we are able to target.
- **Support and advice regarding activity levels and diet** for pupils at risk of becoming overweight/obese. This support has been vital for a small minority of pupils and has had a positive impact.

Our approach is embedded in our West Dean Development Plan and links to Appraisal targets/job descriptions etc. where appropriate. Plans are in place to further develop this area. We constantly review our practice and welcome feedback. For more details, please contact our School Business Manager in the first instance. The Governing Body and Headteacher will be happy to explain further.

Date of Next Review: April 2022



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