

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

This statement details our school's use of pupil premium (and recovery 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	259
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	January 2021 - December 2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Nicola James
Pupil premium lead	Felicia Lord-Attivor
Governor / Trustee lead	Robert Henney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,257 EY £177
Recovery premium funding allocation this academic year	£14,283
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£152,717

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

Part A: Pupil premium strategy plan

Statement of intent

Our vision for all our pupils is to enable them to know and appreciate the wonder of God's creation, to live in harmony embracing differences, to always act with compassion inspired by the example of Jesus and to have the strength to follow their dreams and achieve their goals.

Ultimate objectives for our disadvantaged pupils:

- through a process of accelerated progress, achieve high standards of attainment at least equal to non-pupil premium pupils and, as a minimum, achieve age-related expectations
- to address current underlying inequalities (in technology, opportunities to engage with cultural capital through access to educational visits, providing uniform, etc).

Our current pupil premium strategy works towards achieving this objective through the following desired outcomes:

- Children speak with confidence using a rich and extended vocabulary across the curriculum
- Children are working at age-related expectations in reading and phonics
- Cultural capital enhances children's knowledge, motivation to learn and aspirations
- Attendance and punctuality data improves
- All children have access to technology and the same high quality teaching and learning.

The key principles of our pupil premium strategy plan are:

- all children are able to achieve, given appropriate support
- the impact of the covid 19 pandemic is not yet known, but in-school data suggests that gaps in learning have widened
- our work is underpinned by research and evidence-based practice

WHCS Notes:

- attendance data: no significant difference between PP and non-PP children (attendance: 93%, authorised 5%, unauthorised 2%)
- punctuality data: PP 0.48%, non-PP 0.22%
- art therapy: PP pupils 70%
- residential educational visit (PP pupils subsidised 50%)

Challenges

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

Challenge number	Detail of challenge
1	Language and Vocabulary Development Children enter the school in EYFS with low baseline data and significant speech and language deficit in comparison to the national average. Oracy

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

	and academic language deficit impact negatively on the ability to articulate effectively, verbally and in writing. 70% of children have English as an Additional Language and although the school recognises how bilingualism can have a positive impact on outcomes in later stages of education, initially there are challenges in the acquisition of English.
2	<p>Cultural Capital Deprivation</p> <p>More than 95% of our families live in the three highest bands of income deprivation, which limits children's access to enrichment opportunities and this lack of experience (cultural capital) affects their knowledge, and ways of thinking, which could potentially result in lower than average attainment if not addressed.</p>
3	<p>Access to Resources</p> <ul style="list-style-type: none"> ● in Newham, more than half of children (52%) are judged to be in households experiencing poverty ● many families are living in temporary accommodation (48 per 1,000 households) and there are high eviction and mobility rates ● children experience lack of access to an appropriate learning space to complete home learning ● there is a lack of access to technology including the internet and a device to access the school's digital platform ● lack of quality reading material in the home ● lack of affordable access to sports and clubs
4	<p>Poor Attendance and Punctuality</p> <p>High absence and low punctuality results in pupils missing key areas of learning. The IMD data confirms health deprivation is an area that leads to absence. School closure during the Covid-19 pandemic has had a huge impact on children's social, emotional and mental health as well as their academic attainment and progress.</p>
5	<p>Low Aspiration</p> <p>51% of PP families live in the third most deprived band of employment deprivation; therefore, we need to address issues such as motivation to learn and aspiration and consequently our belief that our pupils can learn is fundamental to their progress.</p>

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
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Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

<p>To improve the attainment and progress of children who were most disadvantaged by the disruption of the pandemic</p>	<p>Identification and provision of targeted interventions for disadvantaged children (academic and through wider curriculum)</p> <ul style="list-style-type: none"> ● Successful end of KS1 and KS2 assessment data demonstrating children have made accelerated progress from their starting points ● EYFS Good level of development - specifically targeting Physical Development ● Fitness tests show improvements across the year ● In-school teacher assessment data tracker, Depth of Learning, evidences good progress across the academic year from children's starting points ● Evaluation of interventions evidencing progress children made from starting points
<p>Effective teaching and learning strategies that lead to consistent accelerated progress across the school (including effective modelling and questioning)</p>	<p>High quality teaching and learning using text based approach (Centre for Literacy in Primary Education)</p> <ul style="list-style-type: none"> ● Quality Marks in R.E., English & Maths, Science and Early Years ● Staff qualifications gained - 2 SLT completing Masters, 3 completing NPQSL (1 with apprenticeship), 1 apprentice completing PGCE/ QTS, 1 completing BA with Hons ● Lesson study evidence
<p>Effective subject leaders supporting teachers to plan coherent teaching sequences</p>	<p>Quality marks - see above</p> <ul style="list-style-type: none"> ● Assessment data - see above ● Subject Leadership programme ● Subject Lead updates ● Positive feedback from book scrutinies and Lesson Studies demonstrating effective sequencing in response to learning

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)

Budgeted cost: £60,000

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive, high quality CPD and INSET programme for staff - meeting individual needs as well as school priorities to improve quality first teaching	A review of research behind effective teaching, by Coe et al. (Coe et al., 2014) found that a teacher's subject knowledge, and their understanding of how pupils handle this subject, has the strongest evidence of impact on student outcomes. 'The quality of teaching is the most powerful school level influence on student outcomes', Muijs, D., & Reynolds, D. (2011). Effective Teaching: Evidence and Practice (3rd ed.). Los Angeles, CA: Sage.	1
Collaborative planning within each phase and regular support from subject leaders including team teaching to improve the teaching sequence and quality first teaching	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687204/Teaching_School_Alliance_-_Reducing_teacher_workload.pdf '...collaborative planning has a positive impact on both teacher workload (i.e. manageable) and, as importantly, quality of teaching (i.e. meaningful and motivational).'	1,2,5
Develop quality first teaching through focus on strengthening links to prior knowledge through retrieval practice, links with other areas of the curriculum and creativity in lessons to meet children's needs	'Experts possess knowledge that is more integrated, in that they combine new subject matter content knowledge with prior knowledge; can relate current lesson content to other subjects in the curriculum; and make lessons uniquely their own by changing, combining, and adding to them according to their students' needs and their own goals.' '...as such excellence in teaching is the single most powerful influence on achievement'. John Hattie, Teachers Make a Difference What is the research evidence? Australian Council for Educational Research, October 2003	1
Maths mastery approach to maths teaching and learning being embedded across the school (CPD, resources and INSET)	Mastery learning +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2
Arts Participation delivered through a Specialist teacher (targeting PP/SEND children) 2022- Drama teacher employed	Arts Participation + 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club and flipped learning	Homework +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3,5
Writing conferences/ feedback delivered in discrete sessions by class teachers	Feedback +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback One to one tuition +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
FFT Lightning Squad 1:3 reading tutoring activities Y3&4; designed and structured to improve reading skills, fluency, comprehension, spelling and phonics	Small group tuition +5 months Phonics +5 months Reading comprehension strategies +6 months	1,3
Third Space Learning maths tuition for 15 pupils in Year 6 (1-2-1 maths tuition for 15 sessions a week for 24 weeks in Spring & Summer terms)	One to one tuition +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Phonics - Storytime phonic resources and interventions	Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Teaching Assistant interventions in English and maths	Teaching Assistant Interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,5
Speech and Language interventions (NELI, Talk and Play, Newham Communication Project)	Oral Language Interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition and self-regulation tools introduced throughout the school	Meta-cognition and Self-regulation +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,5
Provision of school uniform for social equity	School uniform = lack of studies and therefore inconclusive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3,5
Educational visits to support attendance, engagement and wellbeing	Arts Participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,3,4,5
Pastoral support through School Home Practitioner working with families and children (as a mentor) to improve attendance, behaviour and home learning	Parental Engagement +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Mentoring + 2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4
Parental engagement and SEMH Kick London Chaplain support/mentoring support through Family Support Worker/ Emotional Literacy Support Assistant (ELSA)	Mentoring + 2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Art therapist employed 2 days a week with caseload of ten children with SEMH needs (60% PP children)	Arts Participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Specialist Sports Coach working with children to promote attendance and wellbeing	Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

<p>St Briavels Castle Outdoor Adventures - attendance at Fairplay House, residential educational visit (50% subsidy for PP children, 100% subsidy for PP+)</p>	<p>Outdoor Adventures Limited evidence of impact on academic outcomes - <i>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation, EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>3</p>
<p>Aspiration event - Hopes and Dreams ceremony; awards given to 8 pupils from each cohort.</p>	<p>Lack of studies = impact unclear https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>5</p>

Total budgeted cost: £175,000

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022

Review of the previous academic year

Outcomes for disadvantaged pupils

Due to COVID-19, performance measures have not been published for 2021 to 2022.

Externally provided programmes *Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Lightning Squad(reading programme)	FFT
Maths tuition	Third Space Learning

Pupil premium strategy statement - West Ham Church School

January 2022 - December 2022