

# Pupil premium strategy statement - West Ham Church School

## January 2023-December 2023

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	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	January 2022-December 2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
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	£133,860
Recovery premium funding allocation this academic year	£10,259
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
<b>Total budget for this academic year</b> <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>	£144,199

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### 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.

#### Challenges

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

Challenge number	Detail of challenge
1	<b>Language and Vocabulary Development</b> Children enter the school in EYFS with low baseline data and significant

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	speech and language deficit in comparison to the national average. Oracy and academic language deficit impact negatively on the ability to articulate effectively, verbally and in writing. 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	<b>Cultural Capital Deprivation</b>  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.
3	<b>Access to Resources</b> <ul style="list-style-type: none"><li>● in Newham, more than half of children (52%) are judged to be in households experiencing poverty</li><li>● many families are living in temporary accommodation (48 per 1,000 households) and there are high eviction and mobility rates</li> <li>● children experience lack of access to an appropriate learning space to complete home learning</li><li>● there is a lack of access to technology including the internet and a device to access the school's digital platform</li><li>● lack of quality reading material in the home</li><li>● lack of affordable access to sports and clubs</li></ul>
4	<b>Poor Attendance and Punctuality</b> 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.
5	<b>Low Aspiration</b> 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.

### 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.

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Intended outcome	Success criteria
To improve the attainment and progress of children who were most disadvantaged by the disruption of the pandemic	<p>Identification and provision of targeted interventions for disadvantaged children (academic and through wider curriculum)</p> <ul style="list-style-type: none"> <li>● Successful end of KS1 and KS2 assessment data demonstrating children have made accelerated progress from their starting points</li> <li>● EYFS Good level of development - specifically targeting Physical Development</li> <li>● Fitness tests show improvements across the year</li> <li>● In-school teacher assessment data tracker, Depth of Learning, evidences good progress across the academic year from children's starting points</li> <li>● Evaluation of interventions evidencing progress children made from starting points</li> </ul>
Effective teaching and learning strategies that lead to consistent accelerated progress across the school (including effective modelling and questioning)	High quality teaching and learning using text based approach (Centre for Literacy in Primary Education)
Effective subject leaders supporting teachers to plan coherent teaching sequences	<p>Quality marks - see above</p> <ul style="list-style-type: none"> <li>● Assessment data - see above</li> <li>● Subject Leadership programme</li> <li>● Subject Lead updates</li> <li>● Positive feedback from book scrutinies and Lesson Studies demonstrating effective sequencing in response to learning</li> </ul>

### 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: £ 37,000

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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). <i>Effective Teaching: Evidence and Practice</i> (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	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687204/Teaching_School_Alliance_-_Reducing_teacher_workload.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687204/Teaching_School_Alliance_-_Reducing_teacher_workload.pdf</a> '...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  Included in CPD costs	'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, <i>Teachers Make a Difference What is the research evidence?</i> 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)  Included in CPD costs	Mastery learning +5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1,2
Art Participation delivered through a Specialist art teacher (targeting PP/SEND children) Cost: £22,000 approx <b><i>Drama teacher (2 days average of teacher)</i></b>	Arts Participation + 3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2

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

Budgeted cost: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club	Homework +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	3,5
Writing conferences/ feedback delivered in discrete sessions by class teachers	Feedback +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> One to one tuition +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1
School led tutoring	Feedback +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> One to one tuition +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,3
Number stacks intervention	As above	5
Phonics - Implementation of new phonics scheme Little Wandle, resources and delivery	Phonics +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Teaching Assistant interventions in English and maths	Teaching Assistant Interventions +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,5
Speech and Language interventions (Newham Communication Project, Maths through picture books)	Oral Language Interventions +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1

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

Budgeted cost: £ 30,000

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition and self-regulation tools introduced throughout the school Included in CPD	Meta-cognition and Self-regulation +7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,5
Provision of school uniform for social equity, particularly in colder weather and high level of ventilation due to covid pandemic £2000 - Costs for standard sweaters	School uniform = lack of studies and therefore inconclusive evidence  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	3,5
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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Mentoring + 2 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4
Parental engagement and SEMH support/mentoring support through Family Support Worker/ Emotional Literacy Support Assistant (ELSA)	Mentoring + 2 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> Social and emotional learning +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
Art therapist employed 2 days a week with caseload of ten children with SEMH needs (60% PP children)	Arts Participation +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> Social and emotional learning +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Outdoor Adventures - attendance at residential educational visit (50% subsidy for PP children, 100% subsidy for PP+)	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>	3

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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	
Aspiration event - Hopes and Dreams ceremony; awards given to 8 pupils from each cohort.	Lack of studies = impact unclear <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	5
Wellbeing advisor At NIL cost	Social and emotional learning +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Kick London Mentoring £4,000 (25% of planned costs)	Social and emotional learning +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3

**Total budgeted cost: £ 169,000**



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### Part B: Review of the previous academic year, 2022

#### Outcomes for disadvantaged pupils

2022 data			
Attendance	%	Authorised absences	Unauthorised absences
Pupil premium	92%	4%	3%
Not pupil premium	91%	5%	3%
Year 1 Phonic Screening Check 34 pupils 67%                      National average 75%			
PP (12)		41%	
Not PP (22)		50%	
KS1 *36 pupils, 64% achieved Expected standard + (Re,Wr,Ma)			
	WHCS % Expected standard + (Re,Wr,Ma)	WHCS **Comparative Profile	National **Comparative Profile
PP (8)	50%	23%	25%
Not PP (27)	70%	77%	75%
KS2 *38 pupils, 55% achieved Expected standard + (Re,Wr,Ma)			
KS2 2022 *38 pupils	WHCS % Expected standard + (Re,Wr,Ma)	WHCS **Comparative Profile	National **Comparative Profile
PP (14)	50%	37%	29%
Not PP (24)	58%	63%	71%
*indicates number of pupils entered for the test/assessment			
<b>Comparative Profile: percentage of pupil premium children (not the number of children) compared to the national percentage of pupil premium children. E.g 8 PP children, which is 23% of WHCS compared to 25% of PP children nationally.</b>			

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### Impact on children's outcomes:

**Impact of loss of learning due to pandemic:** Children in our school, as across the country, spent time engaged in online remote learning rather than being taught in school for long periods of time during 2020-2021. Teacher assessments evidence gaps in learning, particularly in maths and the school has implemented plans to address these gaps. There is evidence of children making progress across the curriculum from their starting points although starting points were lower than previously. End of KS2 data confirms the negative impact of the pandemic on progress.

**Attendance** and persistent absence continues to be an ongoing issue affecting children's outcomes.

**Social, emotional and mental health issues:** There has also been an increase in children receiving support with school for Social, emotional and mental health issues.

Outcomes at the end of KS2: children are attaining well in reading, maths and writing as a result of the school's priorities. However, progress is improving and the school expects it to continue to do so. The difference between PP and non-PP is not as significant as national data.

Early reading, including phonics, and maths and writing will need to be the focus of school improvement in the next pupil premium strategy.

The school is confident the measures put in place to support pupil premium children were impactful, having a positive effect on children's outcomes.

### 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
Vocabulary learning	Bedrock Learning

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