



## **Pupil Premium and Recovery Strategy**

**2022/2023**

## **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 pupil premium main contacts 2022-2023**

Head Teacher: [headteacher@westthurrockacademy.co.uk](mailto:headteacher@westthurrockacademy.co.uk)

Pupil Premium Leader: [e.power@westthurrockacademy.co.uk](mailto:e.power@westthurrockacademy.co.uk)

Pupil Premium Governor: [chair@westthurrockacademy.co.uk](mailto:chair@westthurrockacademy.co.uk)

## School overview 2022 – 2023

Detail	Data
School name	West Thurrock Academy
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	24.9%
Years that our current pupil premium strategy plan covers	2022-2023 / 2023-2024
Academic year	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2022 / January 2023 / March 2023 / May 2023 / July 2023
Statement authorised by	Mr. S. Proctor
Pupil premium lead	Miss. E. Power
Governor / Trustee lead	Mrs. S. Stronach

## Funding overview 2022 - 2023

Detail	Amount
Pupil premium funding allocation this academic year	£159,220
Recovery premium funding allocation this academic year	£15,225
Tutoring grant funding allocation this academic year	£17,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£191,455

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium funding is aimed at addressing the inequalities which exist between pupils from disadvantaged backgrounds and their peers. At WTA our intent is to use this funding to equip our disadvantaged pupils for their academic journey, and to prepare them with the social and emotional skills to be successful and productive members of society.

From initial data and in-school research, it is beginning to become clear that the COVID-19 pandemic has disproportionately impacted our disadvantaged pupils compared to many of their peers. The staff are determined to provide high-quality education coupled with a wide range of opportunities and experiences to support the disadvantaged pupils quickly close gaps that have further widened in the past 2 academic years.

We are committed to forming solid relationships with our disadvantaged pupils, discovering their individual interests and encouraging them to set aspirational goals for themselves. We identify specific barriers which are obstacles to learning, and provide the pupils with strategies to overcome them. All staff are committed to fostering feelings of value and self-worth in our disadvantaged pupils, helping them to find their place in the world and ensuring they know their voice is being listened to.

At WTA, we are aware that to ensure the pupils have the best chances of succeeding we must build strong relationships with families, accepting the complexities and challenges that they may face. As a school we are proactive in our support for families, providing practical support and advice where we can. We offer our support in a non-judgemental way, signposting family members to professional organisations for further support as necessary.

Following guidance of best practice from the EEF for Disadvantaged children, we take a tiered approach to our plan:

**Tier 1** is aimed at developing consistently high-quality teaching across the school so that all pupils have access to good teaching and learning across the whole curriculum. We aim to meet the needs and interests of all our pupils through a purposeful, progressive and engaging curriculum which provides opportunities for LOTC, rich learning experiences and challenge. Teachers take responsibility for their disadvantaged pupils by knowing them well and responding to their needs accordingly.

**Tier 2** is aimed at targeted academic support to fill gaps and aid catch-up including booster groups and a school-led tutoring programme.

**Tier 3** is aimed at wider strategies which are non-academic but equally important, e.g. attendance, behaviour, social and emotional needs.

## 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 underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils - these are evident from Reception through to the end of KS2.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with Reading. This includes difficulties with phonics, comprehension, limited exposure to quality texts and having opportunities to listen to and read texts to adults. This negatively impacts their development as readers and writers whilst also providing a barrier to accessing other curriculum areas. This is more prevalent among our disadvantaged pupils than their peers. which may not be evident for their peers.
3	Internal and external (where available) assessments indicate that attainment in all areas among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments, observations and relationships with our children and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.</p> <p>This has negatively impacted on their ability to effectively function in school for example, compounding attachment difficulties, creating emotional regulation difficulties and increasing anxiety resulting in significant challenges that further impact on their academic and social emotional outcomes.</p>
5	By observing and working with children, and talking with teachers and parents, we have found that some disadvantaged children have poorly developed learning behaviours and lack motivation and resilience which often results in the children experiencing low self-esteem. They may find it difficult to work independently, organise their learning, make links in their learning and reflect on what they have done. These behaviours and attitudes also impact on some children's ability to form meaningful relationships that further impact on their academic and social emotional outcomes.
6	Our attendance data shows that there are lower attendance and punctuality rates and higher rates of persistent absenteeism amongst disadvantaged children. Our assessments and observations indicate that absenteeism and lateness is negatively affecting the progress of disadvantaged children.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lesson, the children’s ability to communicate effectively and ongoing formative assessment.
Improved Phonics outcomes among disadvantaged pupils.	Phonics outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.  The average score by 2024/25 for disadvantaged pupils is above 32.
Improved Reading, Writing and Maths attainment among disadvantaged pupils by the end of Key Stage 2.	Disadvantaged children make at least expected progress from their individual starting points across the curriculum and especially in reading, writing and mathematics.  KS2 Reading outcomes by 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.  KS2 Writing outcomes by 2024/25 show that more than 71% of disadvantaged pupils met the expected standard.  KS2 Maths outcomes by 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by:  A significant increase in participation in enrichment activities, particularly among disadvantaged pupils  Observations and discussions with teachers and children indicate significantly improved levels of motivation, self-esteem and learning behaviours.  Strong and effective relationships result in disadvantaged children making at least expected progress from their individual starting points across the curriculum and especially in reading, writing and mathematics.  There will be consistency amongst staff whilst dealing with social, emotional and well-being concerns/incidents.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by any of the following:</p> <p>The overall absence rate for all pupils being no more than 4%.</p> <p>or</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1%.</p> <p>and</p> <p>The percentage of all pupils who are persistently absent being below 10%</p> <p>Or</p> <p>The figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
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## Activity in this academic year

This next three tables details how we intend to spend our pupil premium (and additional related recovery funding as outlined on page 3) this academic year to address the challenges listed on page 5.

## Teaching

**Budgeted cost: £25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HT and selected leaders to attend External CPD sessions. Linked to:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Oracy</li> <li>• SEND -Four areas of need</li> <li>• Enhancement of EYFS and Year 1</li> <li>• Early Year curriculum design</li> <li>• Writing</li> <li>• Maths</li> <li>• Reading</li> </ul> <p>Which will inform the school's future approaches which will be communicated through the school's internal CPD programme.</p>	<p>A focus based on the EEF tiered approach to tackling disadvantage. Tier 1 is aimed at maintaining consistent high quality teaching in the classroom. Effective CPD provided to key leaders which is then disseminated to all relevant staff which is then effectively implemented and monitored will have a positive impact on the school's quality of teaching.</p>	<p>1/2/3/4/5/6</p>
<p>Delivery of internal CPD programme to improve the quality of teaching and learning linked to the following areas.</p> <ul style="list-style-type: none"> <li>• Metacognition/self-regulation</li> <li>• Reading - including comprehension strategies</li> <li>• Feedback</li> <li>• Oracy across the curriculum</li> <li>• Phonics</li> </ul> <p>Release time for teachers and SLT support.</p>	<p>A focus based on the EEF tiered approach to tackling disadvantage. Tier 1 is aimed at maintaining consistent high quality teaching in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Metacognition/self-regulation EEF Toolkit - +7m</p> <p>Reading - comprehension strategies EEF Toolkit - +6m</p> <p>Feedback EEF Toolkit - +6m</p> <p>Oracy EEF Toolkit - +6m</p>	<p>1/2/3/4/5/6</p>



	<p>Phonics EEF Toolkit - +5m</p> <p>In paper published by EPI it states that professional development makes a significant difference to student attainment. It also suggests that regular effective professional development could be as equivalent to having a teacher in the classroom with over a decade's experience.</p>	
<p>Specific CPD and external support to support children with SEND needs.</p> <p>Training for the school's SENCO which will be disseminated to all relevant staff.</p> <p>10 hours of specialist SEND support purchased to complete observations, CPD session and provide staff with 1:1 support.</p>	<p>The school's own data suggests that Pupil Premium children that are also identified as SEND are even more vulnerable.</p> <p>Effective CPD and support will enable the staff to provide high quality teaching regardless of the child's background or ability.</p>	1/2/3/5
<p>Review of the school's feedback to create actions which will be implemented to further improve the effectiveness of feedback.</p> <p>Teachers will also use the feedback and prior assessment to ensure the children are provided with more individualised activities.</p> <p>Resources and release time for relevant teachers.</p>	<p>A focus based on the EEF tiered approach to tackling disadvantage. Tier 1 is aimed at maintaining consistent high quality teaching in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Feedback EEF Toolkit - +6m</p> <p>Individualised instruction +4m</p> <p>The school's approach will also help to strengthen the relationship between child and adults within the class. Relationships are identified as being one of the core elements that is key to improving the outcomes for disadvantaged children, as identified by Mark Rowland, and as such forms an integral part of the Essex Strategy for Improving the Outcomes for Disadvantaged Children.</p>	3/5
<p>Purchase high quality books, comprehension materials and literacy resources.</p>	<p>High quality texts promotes pleasure for reading. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1/2



## Targeted academic support

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group spoken language intervention delivered in Early Years Foundation Stage.</p>	<p>Based on the research finding on oral language interventions in the Early Years, the Education Endowment Foundation state that “All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds”</p> <p>Nuffield carried out robust evaluations and found NELI children made on average 3 months of additional progress in language. Children receiving the NELI programme also made an additional 2 months’ progress in early word reading.</p>	1
<p>Programme of school led tutoring</p>	<p>The chosen pupils are well known to the teacher and the intervention is targeted to the needs of the pupils.</p> <p>A focus based on the EEF tiered approach to tackling disadvantage and the suggested action provided by the DfE.</p> <p>Small group tuition EEF Toolkit +4m</p>	1/2/3
<p>Additional intervention time across the school focus across a range of subject including: Reading, Writing and Maths. During this time, disadvantaged children will receive additional support from their own class teacher and other members of support staff. This support will be used for:</p> <ul style="list-style-type: none"> <li>• 1:1 support</li> <li>• Small group tuition</li> <li>• Allowing for the class teacher to build a much stronger relationship with the disadvantaged children to ensure that</li> </ul>	<p>This programme supports our Tier 2 academic intervention approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.</p> <p>Small group tuition EEF Toolkit +4m</p> <p>One to one tuition EEF +5m</p> <p>Individualised instruction EEF +4m</p> <p>Feedback EEF Toolkit - +6m</p> <p>Building positive relationships which is clearly identified in the MR’s work as to being one of the core elements that is key to improving the outcomes of disadvantaged children.</p>	1/2/3/4/5

overall quality of teaching for individuals is improved.		
Personalised programme of targeted support coordinated/delivered by either the class teacher or teaching assistant	<p>This programme supports our Tier 2 academic intervention approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.</p> <p>When children require support beyond high quality teaching in the classroom, specific interventions are chosen and provided. This includes a range of reading, writing and maths interventions. These are monitored regularly to ensure they remain relevant and effective.</p> <p>Phonics EEF Toolkit + 5m</p> <p>Reading comprehension activities EEF Toolkit + 6m</p> <p>Small group tuition EEF Toolkit +4m</p> <p>One to one tuition EEF Toolkit +5m</p> <p>Individualised instruction EEF Toolkit +4m</p> <p>Feedback EEF Toolkit +6m</p> <p>Teaching Assistant Interventions EEF Toolkit +4m</p>	1/2/3
<p>Additional phonics sessions targeted at Yr 1 / 2 disadvantaged pupils who require further phonics support.</p> <p>This will be delivered by Yr 1 / 2 teachers.</p>	<p>This programme supports our Tier 2 academic intervention approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.</p> <p>Phonics EEF Toolkit - +5m</p> <p>Small Group tuition +4m</p>	2
High Quality resources provided for the children to use at home.	Homework EEF Toolkit +5m	1/2/3
Additional Booster sessions completed in each year group.	<p>This programme supports our Tier 2 academic intervention approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.</p> <p>Small group tuition EEF Toolkit +4m</p> <p>Feedback EEF Toolkit +6m</p>	1/2/3

## Wider strategies

Budgeted cost: £ 26,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff provided time to diagnose both academic and social and emotional needs of pupils. Which will be used to inform future decision making linked to teaching and interventions.	This activity supports our Tier 3 Wider Strategies approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.  Individualised instruction EEF Toolkit +4m	1/2/3/4/5
The Learning Mentor provides emotional and behavioural support to pupils and families and support to staff with strategies in the classroom. The Learning Mentor also works closely with families to support children to attend school by embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Social and emotional learning EEF Toolkit +4m  Behaviour interventions EEF Toolkit +4m  Mentoring EEF Toolkit +2m  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4/5/6
Whole staff training on the school's new behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school creating an effective learning environment.	Both targeted interventions and universal approaches can have positive overall effects:  Social and emotional learning EEF Toolkit +4m  Behaviour interventions EEF Toolkit +4m	4/5
Counselling programme	This programme supports our Tier 3 Wider Strategies approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.  Social and emotional learning EEF Toolkit +4m	4/5/6
Clubs and wider opportunities. Disadvantaged children will participate in all trips and will be provided with a broad and wide ranging of experiences and opportunities.	The planned activities support our Tier 3 Wider Strategies approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.  Extending school time EEF Toolkit +3m	4/5/6

	Summer schools EEF Toolkit +3m Arts participation EEF Toolkit +3m Physical activity EEF Toolkit +1m	
Music Lessons	Arts participation EEF Toolkit +3m	4/5/6

## 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 2021 to 2022 academic year.

View the Pupil Premium Grant Expenditure Report 2019-2020 and 2020-2021 on the Academy's website. **2021 – 2022 :**

#### EYFS Data –

	2022 - All	2022 - PP
<b>Good level of Development</b>	63%	60%
<b>Average Score</b>	29.5	30.7
<b>Expected in all ELGs</b>	63%	60%
<b>Expected in Prime ELGs</b>	77%	87%
<b>Expected in Specific ELGs</b>	63%	60%

#### Phonics Data –

	2022 - All	2022 - PP
<b>Working at the expected standard</b>	93%	92%
<b>Average Score</b>	36.1	36.8

#### Key Stage 1 Data –

	2022 - All	2022 - PP
<b>Reading</b>	83%	77%
<b>Writing</b>	75%	62%
<b>Maths</b>	80%	62%
<b>RWM Combined</b>	62%	54%

#### Key Stage 2 Data –

	<b>2022 - All</b>	<b>2022 - PP</b>	
<b>Reading</b>	100%	100%	
<b>Writing</b>	93%		
<b>Maths</b>	95%		
<b>RWM Combined</b>	89%		