



Westlands Primary School



Pupil Premium Strategy Statement 2020-21

School Overview

Metric	Data
School name	Westlands Primary School
Pupils in school	561
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£202,698
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Karen Mirams (Executive Headteacher)
Pupil premium lead	Victoria Pettett (Head of School)
Governor lead	TBC

Disadvantaged Pupil Progress Scores for Last Academic Year

Measure	Score
Reading	+0.2
Writing	+1.5
Maths	-1.3

Disadvantaged Pupil Performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	52%
Achieving high standard at KS2	0%

The data above is from 2018-2019 as no formal assessments took place in the summer of 2020 due to school closures (COVID-19)

Strategy Aims for Disadvantaged Pupils

Measure	Activity	Review
Priority 1	Children's well being is supported upon return to school after 6 months off.	This was a main focus in September and then again in March when the children returned to school and lots of in class work was carried out. For key individuals, 1:1 support with the FLO/ SENCO assistant was put in place to

		support wellbeing. Assemblies were all focused around this, PSHE lessons were adapted to suit returning to school and friendship skill groups were set up for children who really struggled. Meetings happened with parents if needed and a lot of work has been carried out re secondary school transition for some children.
Priority 2	Attendance figures show a positive improvement, especially in specific groups through targeted support for families and children.	Attendance figures are still low, however our FLO has had a positive impact on working with some key individuals and families to get children into school. We have a member of staff overseeing attendance weekly and is working alongside our FLO to develop positive relationships with key families.
Barriers to learning these priorities address	Pupil confidence, pupil well being, levels of engagement in the classroom and attendance.	
Projected spending	£55,629	

Teaching Priorities for Current Academic Year

Aim	Target	Target date	
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021	There is no national data to compare with this year.
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021	There is no national data to compare with this year.
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2021	There is no national data to compare with this year.
Phonics	DA pupils achieve in line with national for summer term phonics screening check	July 2021	There is no national data to compare with this year.
Other	PA for DA children is reduced for targeted families	July 2021	This has not been reduced this year - it will form part of our pupil premium

Measure	Activity	Review
Priority 1	To increase DA attainment outcomes and for all DA children to make rapid progress in reading and phonics. Ensure phonics is taught in year 2 this year as well as year R and 1, targeted intervention is put in place following thorough gap analysis of phonics screens and specific groupings, phonics and spelling rules are taught in upper KS2 where needed. Reading initiatives are introduced across the school.	Phonics has been taught in year 2 all year as a separate session and this has had a real impact on the children's reading and writing. This will stay the same next year as it has been successful this year. Thorough gap analysis has taken part in year 2 after every screen that has taken place and the phonics sessions have been planned around these gaps. When we went back into lockdown, phonics sessions became part of year 2 Google Classroom.
Priority 2	Following school closure gaps for pupils are identified through clear assessment in September and structured catch up has been put in place.	Gaps were identified via the use of NFER assessments in September, however we then went into another lockdown and when we returned we held pupil progress meetings where we looked at gaps again and then planned term 5 and 6 around these gaps.
Priority 3	Children's well being is supported upon return to school after 6 months off.	This was a main focus in September and then again in March when the children returned to school and lots of in class work was carried out. For key individuals, 1:1 support with the FLO/ SENCO assistant was put in place to support wellbeing. Assemblies were all focused around this, PSHE lessons were adapted to suit returning to school and friendship skill groups were set up for children who really struggled.
Priority 4	Attendance figures show a positive improvement, especially in specific groups through targeted support for families and children.	Attendance figures are still low, however our FLO has had a positive impact on working with some key individuals and families to get children into

		school. We have a member of staff overseeing attendance weekly and is working alongside our FLO to develop positive relationships with key families.
Barriers to learning these priorities address	Children being off of school for 6 months due to COVID-19. Low prior attainment especially with Speech and Language High levels of SEN	
Projected spending	£55,629	

Targeted Academic Support for Current Academic Year

Measure	Activity	Review
Priority 1	Establish 1:1 tutoring for DA children with Maths via online learning (third space learning).	This was set up for children in year 5 and 6 - we contacted all parents of children usig it in lockdown to let them know these sessions would still happen at home, however the uptake was low. We ensured that the children engaged in these sessions when they returned to school in March.
Priority 2	Ensure all year groups have enough texts for one each, to support reading in the classroom and they introduce high level vocabulary. Reading sessions use the Echo reading approach consistently and training for new staff is planned in.	All year groups have enough texts to support reading. Reading sessions use the Echo reading approach consistently and our AHT ensures she delivers training to any new staff. Introducing high level vocabulary will remain part of our school strategic plan and pupil premium plan next year.
Barriers to learning these priorities address	Ensuring children have secure foundations to enable them to move forward with certain aspects of learning. Pupils have missed 6 months of formal schooling between March 2020 and July 2020 due to coronavirus and the school being shut.	
Projected spending	£18,221	

Wider Strategies for Current Academic Year

Measure	Activity	Review
Priority 1	Wellbeing and self - confidence is improved through targeted intervention and teachers planning to the interests of the children whilst thinking about enrichment activities and experiences we can offer the children.	Planning is pitched to the interests of the children and teachers are becoming more confident with this. We have had an expectation that all year groups planned an enrichment activity to suit their topic and the needs of the children in term 6 and this will be encouraged next academic year.
Priority 2	Employ a new Flo who will work with targeted families to support attendance, support at home and work with outside agencies to develop home school partnerships.	Our new FLO has been an asset to us as a school this year - she has started to develop positive relationships with out key families and has worked alongside our attendance officer. She has an action plan in place for September to start family workshops using our Thrive approach.
Priority 3	Ensure all children have access to school trips and experiences, BC and ASC and uniform if needed.	We have looked at this on a needs basis and will work with families if support is needed.
Barriers to learning these priorities address	Improving attendance for most DA pupils and improving levels of engagement in the classroom. High levels of anxiety and low wellbeing due to school closures because of Covid-19.	
Projected spending	£64,220	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Targeted CPD centered around the need of children and the school. Ensuring consistency of teaching of core subjects across year groups as we are a large school.	Ensure staff meetings are planned for in advance. Seek external training where necessary. Use current staff to provide in house training. Regular monitoring from SLT to include core subject teaching and monitoring of planning across year groups.

		<p>Resources to support phonics and spelling across the school are purchased as and when necessary.</p> <p>School to identify a new spelling programme to be implemented.</p>
Targeted support	<p>Ensuring children are in school to receive the interventions.</p> <p>Ensuring we have enough devices for interventions to work on.</p>	<p>Set of Chrome books to be purchased specifically for maths intervention.</p> <p>English lead to ensure books are bought in advance linked to termly topics and talked through with SLT to ensure they are providing enough challenge.</p>
Wider strategies	<p>Engaging families who are not willing to work with the school.</p> <p>Attendance of children.</p>	<p>One day a week DHT to work solely on attendance and alongside the new FLO to support targeted families. New FLO to develop positive working relationships with outside agencies and run parenting groups as and when we see fit.</p> <p>New FLO to be a face on the playground every morning and after school to get to know families and be a friendly face rather than parents seeing her as intimidating.</p>