



Westlands Primary School Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Westlands Primary School
Number of pupils in school	578
Proportion (%) of pupil premium eligible pupils	34% (195)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021- July 2024 This plan is for 2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Mrs K Mirams
Pupil premium lead	Mrs V Pettett
Governor / Trustee lead	Mr S Penney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	238,718
Recovery premium funding allocation this academic year	22,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£261,628
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Part A: Pupil premium strategy plan

Statement of intent

At Westlands Primary School we believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Strategic Plan.

As a school we aim to develop an ethos of aspiration for all children to succeed, support attendance so children are in school as much as possible and support children's level of well being and self esteem, as this is something we have recognised has become a barrier to learning over the last two years. We strive to ensure high quality teaching is in place for all learners and their individual needs are met effectively. Careful tracking, planning and targeted support and intervention is provided for all children.

We aim to enable all children to achieve their full potential. We recognise that children from a disadvantaged background often have barriers to achieving this, something made significantly more complicated by the COVID pandemic, and know that through clear identification and targeted support we believe we can make a significant difference to these children.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance including high levels of persistent absence particularly for key DA and SEN pupils.
2	High Levels of SEND
3	Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not. This also impacts on reasoning in Maths.
4	Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged.
5	Insecure application of phonics, ie. fluency within reading, in Key Stage 1

6 (added 2022-2023)	Gaps caused by the pandemic and absences - evidence from last year shows this is more complex in maths than in other subjects
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Intended outcomes between September 2021- July 2024

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
Raise % of DA pupils meeting the phonics pass mark at the end of year 1.	Pupils outcomes are in line with or above national averages.
% of DA pupils meeting GLD is improved.	Pupils outcomes (GLD) are in line with or above national averages. All staff have had CPD training in the new EYFS framework.
Quality first teaching and interventions are of a consistently high standard with a clear sequence of learning.	Key stage 1 and 2 outcomes are in line with or above national averages. A broad and balanced curriculum is in place for all subjects.
Reduce persistent absence and raise DA & SEND attendance so it is in line with national.	Attendance and persistent absence is improved greatly.
Pupils well being is high.	Children's level of wellbeing and involvement is high in all subjects. Children are motivated learners.
Gaps in maths have closed (added Oct 2022)	Regular assessment (formative and summative) identifies gaps, addresses them and follow up assessment shows impact

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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will have CPD for learning by questions and use this as a form of formative assessment in the classroom to identify gaps.	Teachers say that LBQ has improved the effectiveness of their lessons by closing gaps in learning through effective intervention. Teachers believe that their students achieve greater academic progress.	3, 6
Appropriate CPD provided for teachers in Maths, English and Phonics (as identified through monitoring) to ensure the highest quality of education is being delivered.	Supporting the attainment of disadvantaged pupils suggests high quality teaching as a key aspect of successful schools.	3,5, 6
Attendance will have a triangulated focus across an attendance lead in the office, SLT and Safeguarding (DSL and FLO). There will be a clear attendance action plan to target key pupils and support specific families.	Attendance including high levels of persistent absence particularly for key DA and SEN pupils had improved. Targeted families are identified for the attendance lead and FLO to work with together. Regular home visits have taken place throughout the school year for particular families and referrals are made to SS where needed to support.	1
Thrive training for Thrive practitioners will happen annually to ensure they keep their license. The school is working towards becoming a Thrive ambassador.	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour relationships, self confidence and attendance.	4
Specialist TA's will be appointed to offer food technology sessions and Forest school sessions for all children in the school.	Studies show children's academic attainment, social development and emotional well-being are increased as a result of forest school.	4
SEND Lead teacher role is embedded to support and develop the in class provision for children with SEND and work with the teachers to ensure personalised plans are written and reviewed effectively.	The best place for children to learn is in their classroom with their peers. The level of SEN has significantly increased so this will give the school the capacity to support teachers to ensure the best provision is planned for and executed.	2

SEND lead teacher to work with outside agencies to ensure best advice is given to teachers to support children with SEND.	The best place for children to learn is in their classroom with their peers. The level of SEN has significantly increased so this will give the school the capacity to support teachers to ensure the best provision is planned for and executed	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A specialist HLTA will deliver a programme of intervention for speech and Language and phonics for children throughout the school (1:1 and small group)	Evidence indicates that 1:1 tuition can be effective, delivering approximately five additional months progress on average.	5,3
Wider range of interventions are in place for pupils with gaps in their learning.	Supporting the attainment of disadvantaged pupils suggests high quality teaching as a key aspect of successful schools.	3, 6

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well being and self confidence is improved through targeted intervention (Thrive), ZOR and individual support	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour relationships, self confidence and attendance.	4
FLO continues to support families through parenting groups, toddler sessions and targeted support for families. To work with outside agencies to	Developing and maintaining positive working relationships with children, parents and carers and the wider community have shown a positive impact on the attendance and relationships between school and home.	4

develop home school partnerships.		
Teachers to plan enrichment activities and experiences to support termly topics and learning based around children's interest.	Visits and visitors into school offer children real life experiences making them more enjoyable and therefore the learning more memorable. Children are more likely to understand something through real life hands-on experiences.	4
Children have access to school trips and experiences, BC and ASC and uniform if needed	The benefits of school food provision on children's health, performance and academic attainment have been highlighted across research and policy. Offering BC to some of our vulnerable children helps to settle them for the day.	1,4

Total budgeted cost: £ 261, 628

Part B: Review of outcomes in 2022 - 2023

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on assessment data.

End of year outcomes for DA pupils were below those targeted for a number of key reasons including the high level of mobility and in year casual admissions into the school, covid related absences and the identification that the gaps for some groups were significantly bigger to close than first anticipated.

Key DA pupils in Y6 who received targeted interventions, but did not quite achieve EXS, have made good progress from their starting points - but did not quite achieve 100 on their test papers. Children made good progress in maths but it was not enough to make EXS.

Only 38% of DA children achieved GLD at the end of EYFS (5/13) - careful transition was put in place as these pupils moved into Year 1 with specific interventions planned for the ELG that were not met. For next academic year, we are training a member of staff to be a Thrive Practitioner to solely work with children in year R and 1 looking at their starting points. Y1 Phonics 40% (8/20) - the 12 pupils who did not pass will have further phonics interventions and support over the next academic year. We will also be moving to a new phonics programme.

KS1 gaps moving into Y2 is as a direct result of the pandemic absence and closures during their EYFS and Y1 journey - this is for the cohort and DA pupils and resulted in lower than average outcomes for many pupils, with Maths being the lowest.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Third Space Learning	Third Space Learning
Lexia	Lexia UK
Bedrock Vocabulary	Bedrock Vocabulary
Learning by Questions	Learning by Questions