



## Westlands Primary School Pupil premium strategy statement 2023 - 2024

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	518
Proportion (%) of pupil premium eligible pupils	31% (163 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021- July 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs V Pettett
Pupil premium lead	Mrs V Pettett
Governor / Trustee lead	Mrs C George

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,900
Recovery premium funding allocation this academic year	£26,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£288,290</p>
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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	Gaps caused by the pandemic and absences 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: £ 177,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Enhancement of our Maths teaching and curriculum planning and assessment. Support from specialist teachers to further develop our mental calculation strategy and staff subject knowledge.	When used effectively diagnostic assessments can indicate areas for development for individual pupils or across classes and year groups.	6
Maths interventions are used to support disadvantaged children - Dynamo Maths and Fluency Bee.	Targeted Interventions are ways of giving extra support outside of regular lessons. They're for learners who are at risk of falling behind or learners who are not making sufficient progress.	6
SENCO 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

**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	Evidence indicates that 1:1 tuition can be effective, delivering approximately five additional months progress on average.	5,3

group) using a new phonics programme, Little Wandle.		
Additional phonics sessions target disadvantaged pupils who require further support using the rapid catch up programme and the keep up sessions. We will use support from the English Hub where needed.	Phonics approaches have a strong evidence base including a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as a regular sessions over a period of 12 weeks.	5

### 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 set up a Family Thrive Hub on site to work with outside agencies to develop home school partnerships.	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
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.	1,4

	Offering BC to some of our vulnerable children helps to settle them for the day.	
Attendance will have a triangulated focus across an attendance lead in the office, SLT and Safeguarding (DSL, SSO 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 licence. 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
EYFS Thrive Practitioner will be trained to support children's low starting points in EYFS so they can successfully engage in the EYFS Curriculum.	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

**Total budgeted cost: £ 288,290**

## Part B: Review of outcomes in 2023-2024

Intended Outcome	Outcome 2023-2024						
Raise % of DA pupils meeting the phonics pass mark at the end of year 1.	<ul style="list-style-type: none"> <li>The percentage of children meeting the required standard at the end of year 1 has increased this year from 40% in 2022-23 to 47% in 2023-2024.</li> </ul>						
% of DA pupils meeting GLD is improved. % of DA pupils meeting GLD is improved.	<ul style="list-style-type: none"> <li>A higher percentage of children achieved GLD at the end of the previous year with 63% achieving a good level of development compared to 38% the previous year.</li> </ul>						
Quality first teaching and interventions are of a consistently high standard with a clear sequence of learning.	<ul style="list-style-type: none"> <li>Interventions have been carefully planned in all year groups using assessment data and thorough gap analysis.</li> <li>A broad and balanced curriculum is in place with sequential learning in all subjects.</li> </ul>						
Reduce persistent absence and raise DA & SEND attendance so it is in line with national.	<ul style="list-style-type: none"> <li>Attendance has improved for disadvantaged children as follows:</li> </ul> <table border="1" data-bbox="651 969 1576 1099"> <thead> <tr> <th></th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td><b>Attendance %</b></td> <td>88.7%</td> <td>90.5%</td> </tr> </tbody> </table> <p>Although it has improved - attendance will still be a focus for the school in 2024-2025 as it is still below national.</p>		2022-23	2023-24	<b>Attendance %</b>	88.7%	90.5%
	2022-23	2023-24					
<b>Attendance %</b>	88.7%	90.5%					
Pupils well being is high.	<ul style="list-style-type: none"> <li>Observations across the school show high levels of wellbeing, however children still struggle socially during unstructured times. Our OPAL journey only started half way through this year to support this so it will be a focus for 2024-2025 whilst we continue our journey.</li> </ul>						
Gaps in maths have closed (added Oct 2022)	<ul style="list-style-type: none"> <li>The disadvantaged gap remained broadly the same in 2023-24 (53%) compared to 2022-23 (46%). However attainment in maths is below national average</li> <li>Adaptations to maths teaching and support for disadvantaged have been made during the year and on track internal data reflects the impact of these.</li> <li>Maths will continue to be a focus in 2024-25</li> </ul>						