



Westlands Primary School Pupil premium strategy statement 2024 - 2025

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 | 494 |
| Proportion (%) of pupil premium eligible pupils | 36% (159 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Sept 2024- July 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| 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 | £228,290 |
| Recovery premium funding allocation this academic year | £0 |
| 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

£228,290.

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. We believe exposing our children to 'life skills' is crucial at Westlands Primary school and encouraging them to become independent learners with high social skills.

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. |

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|---|---|
| 5 | Insecure application of phonics, ie. fluency within reading, in Key Stage 1 |
| 6 | Gaps in maths due to the pandemic - especially in KS2. |

Intended outcomes between September 2024- July 2027

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 and children achieving the EXS standard of Reading at the end of year 6. | Pupils outcomes are in line with or above national averages. |
| 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 and involvement is high, especially during unstructured times. | Children's level of wellbeing and involvement is high in all subjects as well as unstructured times. Children are motivated learners. |
| Gaps in maths have closed. | 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: £ 158,290

| 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. Maths lead, TA's and Teachers engaging with the Maths Hub. | When used effectively diagnostic assessments can indicate areas for development for individual pupils or across classes and year groups. | 3,5,6 |
| Maths interventions are used to support disadvantaged children - 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. | 3,6 |
| 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 | 2,3,5,6 |

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

Budgeted cost: £ 40,000

| 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) using a new phonics programme, Little Wandle. | Evidence indicates that 1:1 tuition can be effective, delivering approximately five additional months progress on average. | 3,5 |
| 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. | 3,5 |
| Additional Maths interventions for targeted groups of pupils will be part of the school timetable. TA's will engage with the Maths Hub this year to ensure their Mathematical knowledge is secure when addressing children's gaps in learning. | Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners needs. | 6 |

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

Budgeted cost: £ 30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Well being and self confidence is improved | Thrive closes the gap for vulnerable children across a range of measures | 4 |

| | | |
|---|---|-----|
| through targeted intervention (Thrive) and individual support | including attainment, behaviour relationships, self confidence and attendance. | |
| FLO continues to support families through parenting groups, toddler sessions and targeted support for families. To further develop the 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. | 1,4 |
| Teachers to plan enrichment activities and experiences to support termly topics and learning based around children's interest ensuring DA pupil uptake is high. | 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. | 4,1 |
| 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 |
| Thrive Practitioner will lead therapeutic forest school for disadvantaged pupils with SEND to support regulating. | Studies show children's academic attainment, social development and emotional well-being are increased as a result of forest school. | 2,4 |

Total budgeted cost: £ 228,290

Part B: Review of outcomes in 2024-2027

| Intended Outcome | Outcome 2024-2025 | | | | | | |
|--|---|---------|---------|---------|---------------------|-------|-------|
| Raise % of DA pupils meeting the phonics pass mark at the end of year 1 and children achieving the EXS standard of Reading at the end of year 6. | <ul style="list-style-type: none"> The percentage of children meeting the required standard at the end of year 1 has increased this year from 47% in 2023-2024 to 55% in 2024-2025 The percentage of children meeting the required standard for reading at the end of year 6 has decreased from 74% in 2023-2024 to 60% in 2024-2025 | | | | | | |
| Reduce persistent absence and raise DA & SEND attendance so it is in line with national. | <ul style="list-style-type: none"> Attendance has improved for disadvantaged children as follows: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;">2023-24</th> <th style="text-align: center;">2024-25</th> </tr> </thead> <tbody> <tr> <td>Attendance %</td> <td style="text-align: center;">90.5%</td> <td style="text-align: center;">90.6%</td> </tr> </tbody> </table> <p>Although it has improved ever so slightly - attendance will still be a focus for the school in 2025-2026 as it is still below national.</p> | | 2023-24 | 2024-25 | Attendance % | 90.5% | 90.6% |
| | 2023-24 | 2024-25 | | | | | |
| Attendance % | 90.5% | 90.6% | | | | | |
| Pupils well being and involvement is high, especially during unstructured times. | <ul style="list-style-type: none"> Observations across the school show high levels of wellbeing and involvement during unstructured time. OPAL has helped with this immensely and the offer during unstructured times will be further developed to make it more successful. | | | | | | |

Gaps in maths have closed.

- The disadvantaged gap was lower in 2024-25 (43%) compared to 2023-24 (52%). However attainment in maths is below national average The amount of DA children was higher in this year group compared to the previous year.
- Although the percentage of DA children achieving EXS was lower, the percentage of children achieving GDS was higher with 11% in 24-25 compared to 4% in 25-26.
- Adaptations to maths teaching and support for disadvantaged have been made during the year and on track internal data reflects the impact of these.
- Support staff have had training and this will continue to ensure this vulnerable group has specific interventions.
- Maths will continue to be a focus in 2025-2026