



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 (Exec 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
Priority 1	Children's well being is supported upon return to school after 6 months off.
Priority 2	Attendance figures show a positive improvement, especially in specific groups through targeted support for families and children.

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
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2021
Phonics	DA pupils achieve in line with national for summer term phonics screening check	July 2021
Other	PA for DA children is reduced for targeted families	July 2021

Measure	Activity
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.
Priority 2	Following school closure gaps for pupils are identified through clear assessment in September and structured catch up has been put in place.
Priority 3	Children's well being is supported upon return to school after 6 months off.
Priority 4	Attendance figures show a positive improvement, especially in specific groups through targeted support for families and children.
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
Priority 1	Establish 1:1 tutoring for DA children with Maths via online learning (third space learning).
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.
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
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.
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.
Priority 3	Ensure all children have access to school trips and experiences, BC and ASC and uniform if 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.

		<p>Regular monitoring from SLT to include core subject teaching and monitoring of planning across year groups.</p> <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>