

Pupil premium strategy statement – Westmoor Primary

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Data
School name	Westmoor Primary
Number of pupils in school 2021-22	308
Proportion (%) of pupil premium eligible pupils	15%
Detailed breakdown 2021-22	34 FSM Ever children 1 LAC 9 Post LAC 3 Service Ever children
Number of pupils in school 2022-23	345
Proportion (%) of pupil premium eligible pupils	12%
Detailed breakdown 2022-23	33 FSM Ever children 2 LAC 7 Post LAC 2 Service Ever children
Number of pupils in school 2023-2024	332
Proportion (%) of pupil premium eligible pupils	14%
Detailed breakdown 2023-24	33 FSM Ever children 2 LAC 7 Post LAC 3 Service Ever children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022 September 2023 December 2024

Statement authorised by	Sharon Trundley, Headteacher
Pupil premium lead	Catherine Tennant, Inclusion Manager
Governor / Trustee lead	Joanne Sharp, Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021-22	£60,385
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,910
Detail	Amount
Pupil premium funding allocation this academic year 2022-23	£66,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,485
Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£64,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,560

Part A: Pupil premium strategy plan

Statement of intent

At Westmoor our pupil premium funding is allocated to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to close the gap between disadvantaged pupils and those pupils who are non-disadvantaged.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rigorous tracking, careful planning and effective interventions. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

This Statement of Intent has been shared with all staff and is aligned to our core values and shared ethos.

Challenges

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

Challenge number	Detail of challenge
1	<u>Speech and Language</u> Speech and language skills are underdeveloped due to limited wider opportunities and experiences. Language gaps impacts significantly on understanding among many disadvantaged pupils. This is evident from Nursery through to KS2
2	<u>Phonics and Reading</u> Our disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
3	<u>Maths</u> Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Families have reported that they find it difficult to support their children with their learning at home.
4	<u>Social and Emotional</u> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of wider enrichment opportunities and cultural capital. These challenges particularly affect disadvantaged pupils, impacting upon their attainment.

Intended outcomes

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	Pupils eligible for pupil premium make at least expected progress and most meet age related expectations. KS2 reading outcomes in 2024/25 predict that more than 70% of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Pupils eligible for pupil premium make at least expected progress and most meet age related expectations KS2 maths outcomes in 2024/25 predict that more than 70% of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Disadvantaged pupils have access to a wide range of experiences including enrichment opportunities, visits and trips as well as after school clubs. Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from pupil voice, pupil and parent surveys and teacher observations ● a significant reduction in peer-on-peer incidents ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£34,560**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <ul style="list-style-type: none"> NFER reading and maths termly tests 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 3,</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: BLAST, Launchpad, Speech and Language training and resources</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of a DfE validated RWI Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: RWI, RWI Development days Oxford Owl portal</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources an CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Rec- Counting Collections Mastering Number TT Rockstars Number Talk</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Lego Club Social Skills Group Friendship Group Northern Guild Counsellors Wellbeing Champions</p>	<p>4</p>

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

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) In small groups BLAST, Launchpad, Over and Over	1, 4
Additional phonics (Fast Track) sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Fast Track Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for disadvantaged children. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring to be robust and targeted, ensuring that all children, particularly disadvantaged children, have good attendance. This will involve training and release time for staff to develop and implement new procedures	There is a direct link between pupil attendance and achievement.	1,2,3,4,5
Residential school trips and after school clubs to be part or fully funded by school	Children who have the opportunity to have wider enrichment opportunities develop a richer vocabulary, which has a positive impact on learning and mental health.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that in EYFS-GLD

- 40% of disadvantaged pupils achieved GLD in comparison to 45% (LA) and 52% (Nationally)

The data demonstrates that in Year 1 Phonics

- 33% of disadvantaged pupils achieved the expected standard in comparison to 64%(LA) and 67% (Nationally)

The data demonstrated that in KS1

- 17% of disadvantaged pupils met the expected standard in Reading
- 33% of disadvantaged pupils met the expected standard in Writing
- 33% of disadvantaged pupils met the expected standard in Maths
- 67% of disadvantaged pupils met the expected standard in Science
- 17% of disadvantaged pupils met the expected standard in RWM

The data demonstrated that in KS2

- 63% of disadvantaged pupils met the expected standard in Reading
- 63% of disadvantaged pupils met the expected standard in Writing
- 63% of disadvantaged pupils met the expected standard in GPS
- 38% of disadvantaged pupils met the expected standard in Maths
- 50% of disadvantaged pupils met the expected standard in Science
- 38% of disadvantaged pupils met the expected standard in RWM

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that wider issues impacted on the performance and outcomes of all disadvantaged pupils including those pupils accessing support from children's services, CAMHS, post adoption services, counselling, young carers etc.

Based on all the information above, the performance of our disadvantaged pupils remains an area of focus particularly in EYFS and KS1. We are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that: *The National Tutoring Programme*, Fast Track, Mastering Number, RWI and small group social and emotional interventions had a positive impact on outcomes for disadvantaged pupils

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year to support our disadvantaged pupils.

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
RWI (Read Write Inc)	Ruth Miskin Consultancy
Mastering Number Mastery Development	NCETM The Great North Maths Hub
Thrive	North Tyneside Educational Psychology Service

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School Led Tutoring
What was the impact of that spending on service pupil premium eligible pupils?	3 pupils One year 6 pupil reached expected standard in all areas at KS2

Further information (optional)

Professional judgement and knowledge of individual family circumstances ensures we can swiftly target funding as and when a need arises.