

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Data
School name	Westover Primary
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 Y2 of strategy
Date this statement was published	2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ruth Worswick
Pupil premium lead	Ruth Worswick
Governor / Trustee lead	R Farmer (CEO)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,205
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£106,210

# Part A: Pupil premium strategy plan

## Statement of intent

### Our philosophy

At Westover, we want all our children, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. We will use our pupil premium grant to support disadvantaged children to achieve that goal.

We will also consider our most vulnerable pupils, such as those who have a social worker and we will support their needs, regardless of whether they are disadvantaged or not.

We put high-quality teaching at the heart of our approach, because this is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefiting all children in our school. All staff are clear on their responsibilities for this disadvantaged group and have ambition for all children.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils. We want all our children to recover from school closures and the wider impact of Covid-19.

Our strategy considers both group and individual needs, based on robust assessment and observations. We will make sure we act as soon as a need is identified.

To ensure we are effective we will:

- give our children the right balance of challenge and support in the work that we set them;
- make sure our school ethos is that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- address non-academic challenges to attainment, including attendance, well-being and behaviour

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children indicate weaker reading skills and greater levels of support required for reading and writing due to poor phonic knowledge, narrower vocabulary and less developed oral and communication skills.
2	Assessments in core subjects show that attainment for our disadvantaged children is lower than for non-disadvantaged children overall, both at ARE and

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	GD. This picture is inconsistent across different cohorts and with a changing staff profile. CPD and clear schemes of work will provide a consistent approach.
3	Our observations and discussions with parents show that our disadvantaged children have fewer enriching life experiences (leading to a lack of stimulus for learning and difficulties in making links in learning). Anecdotally, many do not venture outside of their immediate locality.
4	Lack of focus and confidence, sometimes due to poor mental health and well-being is seen in some of our disadvantaged children – being tired, not having eaten breakfast, having witnessed arguments or DV, experiencing trauma. Assessments and observations of pupils indicate that some pupils lack the application of key metacognition skills in order to support self-regulation in their learning. Many pupils rely on adult support and intervention when work is found to be challenging and are yet to develop skills to work more independently.
5	Attendance data for this year and previous years shows disadvantaged pupils are disproportionately represented in the Persistent Absence group.  2022-23 so far:  14% of disadvantaged children are persistent absentees (less than 90% attendance), compared to 9% of non-disadvantaged children.  2021-22  36% of disadvantaged children are persistent absentees (less than 90% attendance), compared to 10% of non-disadvantaged children.

## 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
1 Improved reading and writing skills, with all children making good progress in English.	Phonics outcomes for PSC to be over 80% for Y2 & over 85% for Y1 in June 22. Rapid progress is seen for those children who do not pass the PSC.  Outcomes at end of EYFS, KS1 and KS2 for disadvantaged children to be in line with those of their non-disadvantaged peers at ARE, with an increase in those achieving GD.
2 Improved oral language skills and vocabulary among disadvantaged children.	Children in EYFS make better than expected progress in C&L. NELI assessments show good progress.  Assessments, observations, book looks show improved oral language.
3 Improved maths attainment for disadvantaged children at both KS1 and KS2.	Outcomes at end of EYFS, KS1 and KS2 for disadvantaged children to be in line with

	national. Mastery approach seen across school.
4 Gaps in learning are accurately identified and addressed in order to reduce gaps in learning.	<p>Targeted interventions in place to pinpoint specific gaps. Assessments show progress towards targets.</p> <p>All staff delivering interventions are well-trained.</p> <p>Monitoring shows positive impact – of delivery by staff and of attainment by children.</p>
5 Achieve and sustain improved wellbeing for all children, especially our disadvantaged children.	<p>Qualitative data shows high level of wellbeing (intervention tracking, questionnaires, observations) and improved well-being in children.</p> <p>Tracking shows all children have equal access and experience a broad range of activities.</p> <p>Increase in number of disadvantaged children participating in extra curricular activities, eg after-school clubs, swimming lessons.</p>
6 Increase children’s resilience to learn and ability to work independently. Staff and children understand how we learn – how to plan, evaluate and monitor our own learning.	<p>Monitoring shows that teachers model the thinking process, children take responsibility for their own learning and understand what they need to do to be successful.</p> <p>All disadvantaged children achieve the ELG for self-regulation.</p> <p>Teaching staff use Support Scale effectively so that we see an increase in independence through tracking the SS numbers.</p>
7 Improved attendance for all our children, especially our disadvantaged children.	<p>Sustained high attendance, shown by:</p> <ul style="list-style-type: none"> <li>- overall attendance rate for all children being at least 95%</li> <li>- the percentage of children who are persistently absent being reduced to be in line with national rates.</li> <li>- % of disadvantaged children who are persistently absent to decrease from 13 to 6.</li> </ul>

## 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: £55 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase standardised diagnostic spelling assessments for Y1-6.</i></p> <p><i>Training for staff to ensure analysis and interpretation has effective impact.</i></p>	<p>Standardised tests can provide reliable insights into strengths/weaknesses so that children receive correct additional support either through interventions or adjustments to teachers' planning.</p>	1,2,3,4
<p><i>DfE validated Systematic Synthetic Phonics programme embedded.</i></p> <p><i>All new teaching staff trained in delivery &amp; principles adopted across the school.</i></p> <p><i>Coaching &amp; mentoring from Early Reading Lead for new staff.</i></p> <p><i>Successful implementation of LWL&amp;S Rapid Catch-up and LWL&amp;S SEND programme.</i></p> <p><i>New Y2 plans &amp; books implemented.</i></p>	<p>Phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children.</p> <p>Choice of Little Wandle will also address early comprehension through its reading lessons that run alongside the phonics.</p> <p><a href="#">Phonics Toolkit Strand Education Endowment Foundation EEF</a></p>	1,2
<p><i>Moderate Reading Journals &amp; Outcomes; joint book looks, staff meeting time to develop staff understanding of teaching reading.</i></p> <p><i>Local cluster groups</i></p>		
<p><i>Embed Maths Mastery approach across all year groups.</i></p> <p><i>Use of Number Sense (KS2) and Rekenrek(YR-2) to complement this – review its use &amp; extend Rekenrek to Y3..</i></p> <p><i>Maintain TT Rockstars.</i></p>	<p>Mastery learning approaches have consistently positive impacts, with higher effects in primary school and in maths.</p> <p><a href="#">Mastery Toolkit Strand Education Endowment Foundation EEF</a></p>	3

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<i>Maths lead to work alongside colleagues for consistency &amp; impact.</i>		
<p><i>Staff CPD programme - how to teach meta-cognition and self-regulation.</i></p> <p><i>We will work with <a href="https://www.thinkingmatters.com/">https://www.thinkingmatters.com/</a></i></p>	<p>Evidence suggests that explicitly teaching strategies to help plan, evaluate &amp; monitor aspects of learning can be effective.</p> <p><a href="#">Metacognition and Self Regulation Toolkit Strand Education Endowment Foundation EEF</a></p>	6

## 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
<i>NELI Employ and train a 0.5 new TA to deliver NELI programme in EYFS.</i>	Teaching Assistant Interventions can be most effective when the TA is well trained and the child continues to have high quality interactions with the class teacher.	1,2,4
<i>LWL&amp;S Keep-up/Catch Up Additional phonics sessions targeting children who are not on track to pass (or have not passed) the PSC.</i>	<p><a href="#">Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</a></p> <p><a href="#">Nuffield Early Language Intervention EEF Evaluation Report</a></p>	1,2,4
<i>1<sup>st</sup> Class &amp; Number Maths intervention for children at Y1 and 2 level.</i>	<a href="#">1st Class Maths EEF Evaluation Report</a>	3,4
<i>3<sup>rd</sup> Space Maths Engage with National Tutoring Programme to provide extra support for children most impacted by Covid 19</i>	<p>Tuition targeted at specific needs and knowledge gaps can be effective in supporting children at risk of falling behind, in small groups or 1:1</p> <p><a href="#">One to One Tuition Toolkit Strand Education Endowment Foundation EEF</a></p> <p><a href="#">Small Group Tuition Toolkit Strand Education Endowment Foundation EEF</a></p>	1,2,3,4

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance data monitored &amp; followed up half termly; embed principles of good practice as set out in DfE's <a href="#">Improving School Attendance</a> advice.</i></p> <p><i>Analysis of trends undertaken; engaging with families</i></p> <p><i>Focus on YR attendance to ensure positive start to school life.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p><i>SENDCo undertake Mental Health Lead training.</i></p> <p><i>TA ELSA trained to support children's mental well-being. Use of Hamish &amp; Milo Programmes.</i></p> <p><i>Develop a nurture room for groups/1:1.</i></p> <p><i>My Happy Mind in YR-6; all staff trained to deliver.</i></p>	<p><a href="#">Senior Mental Health Lead</a> training grant indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn. Schools which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	5,6,7
<p><i>Programme of experiences developed and tracked for participation.</i></p>	<p><a href="#">Arts Participation Toolkit Strand Education Endowment Foundation EEF</a> suggests that arts participation can lead to increased engagement and better well-being.</p>	5

**Total budgeted cost: £107 000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*Data for 2021-2022 suggested that disadvantaged children's outcomes were lower than non-disadvantaged children's at EYFS and Y2, but more inline at KS2 and the gap closed at PSC.*

<i>Assessment Point</i>	<i>Disadvantaged Pupils</i>	<i>Non-Disadvantaged Pupils</i>
<i>EYFS GLD</i>	<i>25%</i>	<i>95%</i>
<i>Year 1 PSC</i>	<i>67%</i>	<i>77%</i>
<i>KS1 R,W,M combined</i>	<i>0%</i>	<i>64%</i>
<i>KS2 R, W, M combined</i>	<i>56%</i>	<i>52%</i>

*Phonics boosters led to a narrowing of the gap at Year 1.*

*Our children's well-being was significantly impacted by both the 19-20 and 20-21 lockdowns. Observations indicate that there are higher incidents of anxiety and attachment disorders. Pupil Premium funding has provided wellbeing support as well as targeted academic support, which we will continue to build on this year. Our work with our most vulnerable families has resulted in an increase in referrals to outside agencies as we have built trusting relationships. Training 2 staff members in Trauma Informed Schools and enlisting on the Restorative Schools Project has increased the awareness of all staff about mental well-being & anecdotal evidence indicates many individual successes in supporting our children to be happier and healthier.*

*The gap in attendance between disadvantaged children and their non-disadvantaged peers continues to be a concern, especially with PA. A new attendance plan is designed to address this.*

*A 0.5fte TA was employed to assess and then deliver the NELI programme. The impact was positive, but due to staff absence it was not evaluated formally. However, teacher evidence showed an increase in communication skills.*

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## 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
1 <sup>st</sup> Class Maths 1 and 2	
Little Wandle Phonics	
Pompey Pirates	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the PPG or Recovery Funding. This will include:*

- using the DfE grant to train a Senior Mental Health lead. The training we select will complement the TIS training and focus on needs identified through the online tool.*
- using the English Hub grant to fund further resources and training in SSP*
- purchase of Destination Reader in KS2 (and principles used in Year 2 also); initial training and resources are funded by Portsmouth CC. Reading comprehension strategies are high impact and alongside phonics are a crucial component of early reading instruction. [Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF](#)*
- we offer a range of extra-curricular activities to increase wellbeing and aspiration. Where external providers are used, we offer our facilities for free in exchange for places for our disadvantaged children.*
- Pupil Progress Conversations have been introduced twice half-termly to identify and rapidly address any challenges – both at individual and whole class level.*