

# Pupil premium strategy statement – Westover Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	29% (66)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 3 <sup>rd</sup> year of strategy
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Dorricott
Pupil premium lead	Natalie Snook
Governor / Trustee lead	John Hare

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,167
Recovery premium funding allocation this academic year	£8,990
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£96,157
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£96,157

# Part A: Pupil premium strategy plan

## Statement of intent

At Westover Primary School, we want all children, irrespective of their background or the challenges they face, to make good progress, thrive socially and emotionally and reach their full potential academically throughout their time here. We expect all children to 'Be safe, be ready and be respectful' and to live up to our values demonstrating 'Commander Kindness, Captain Creativity, Lady Resilience and Doctor Resourcefulness'. To achieve this, we will embed a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise the expectations of what those who face these barriers can accomplish. We acknowledge that one of our main challenges among some pupil premium children is the lack of regular good attendance at school. To address this, we will collaboratively work with parents to improve relationships and engagement. It is our intent that children not only be present at school but also be present and fully immersed in their learning within the classroom. We will further develop our curriculum offer and continue to improve the quality of teaching to provide children with irresistible opportunities on a regular basis. As part of our high-quality teaching drive, we will work as a team to ensure that necessary and meaningful adaptations are made to the lessons so that all our pupils have the access arrangements they require and deserve to be successful. 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 benefitting all children in our school (as the EEF recommend through the use of the tiered model for school planning (Moving Forward, Making a Difference, May 2022)). Finally, we will also facilitate a wide range of enrichment experiences both in and out of school which will positively impact on their academic achievement and well-being. We will work closely with all stakeholders and external professionals to ensure that our children have access to what they need to develop a love of learning and life and be successful members of our wider community.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments show that whilst Early Years and Year 1 have achieved above national phonic results 2023 and 2022 we still have many children not secure in phonics and fluency in Year 3 upwards which is

	<p>limiting their access to wider curriculum and the gap between phonic knowledge and fluency is widening.</p> <p>Current (all)Year 3 PSC 97% Year 3 Reading baseline 68%(end of Y2) Current (dis)Year 3 PSC 50% Year 3 Reading baseline %(end of Y2)</p> <p>Current (all)Year 4 PSC 97% Year 4 Reading baseline 50%(end of Y2) Current (dis)Year 4 PSC 71% Year 4 Reading baseline 13%(end of Y2)</p>
2	Assessments in core subjects show that attainment for our disadvantaged children is lower than for non-disadvantaged children overall, both at ARE and GD. Our combined scores for reading, writing and maths is below national at KS1 45% (NA 56%) and KS2 47%. (NA 59)
3	Our observations and discussions with parents and children 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). Many do not venture outside of their immediate locality as discovered in pupil discussions on visits and trips.
4	Internal assessment shows an increase in children on our provision map for mental health support demonstrates a need for our school to develop a strong strategy to support pupils. More children are suffering with anxiety, low self-esteem, eating disorders, poor self image and in some cases self harm as indicated in referrals to mental health support.
5	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. Not all children needs have been identified quickly enough when they start school and as a result are not making quick enough progress or keeping up with lessons
6	<p>Attendance data for this year and previous years shows disadvantaged pupils are disproportionately represented in the Persistent Absence group.</p> <p>2022-23 : 25.4% of disadvantaged children and persistent absentees (less than 90% attendance), compared to 6.9% of non-disadvantaged children.</p> <p>2021-22 36% of disadvantaged children are persistent absentees (less than 90% attendance), compared to 10% of non-disadvantaged children.</p>

## 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
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<p>Improved phonic and reading skills of all children</p>	<p>Phonics outcomes for PSC to be over 95% for Y2 &amp; over 90% for Y1 in June 24.</p> <p>Gap between phonic screen pass rate and end of KS1 reading attainment to be within 15% (currently 30% gap).</p> <p>Outcomes for reading at end of EYFS, KS1 and KS2 for disadvantaged children to be in line with 'all' national figures</p>
<p>Improved combined attainment for disadvantaged children at both KS1 and KS2.</p>	<p>Outcomes for combined scores at the end of EYFS, KS1 and KS2 for disadvantaged children to be at least in line with national.</p>
<p>Ensure all pupil premium children have enriching experiences that support their development and learning</p>	<p>All pupil premium children attend trips and residentials</p>
<p>All children identified as having mental health need have a successful support pathway in place</p>	<p>Qualitative data shows high level of wellbeing (intervention tracking, questionnaires, observations) and improved well-being in children.</p> <p>Increase in number of disadvantaged children participating in extracurricular activities, e.g. after-school clubs, swimming lessons, sports teams.</p> <p>Feedback from outreach services show positive impact</p>
<p>Ensure pupil premium with SEND have need met early to give them the best chance of closing gap and catching up</p>	<p>ILPS indicate progress</p> <p>Support Scale shows growing independence</p> <p>More SEND pupils meet ARE</p> <p>Data from interventions shows gaps narrowing</p>
<p>Improved attendance for all our children, especially our disadvantaged children.</p>	<p>Sustained high attendance, shown by: - overall attendance rate for all children being at least 95% - the percentage of children who are persistently absent being reduced to be in line with national rates. PP PA will be in line with national</p>

## 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: £53,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DfE validated Systematic Synthetic Phonics programme embedded. All new teaching staff trained in delivery &amp; principles adopted across the school. Coaching &amp; mentoring from Early Reading Lead for new staff. Successful implementation of LWL&amp;S Rapid Catch-up and LWL&amp;S SEND programme. New Y2 and 3 plans &amp; books implemented. Interventions for all those off track across KS2</p>	<p>Phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. Choice of Little Wandle will also address early comprehension through its reading lessons that run alongside the phonics.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p>Assessment and moderation of Maths, reading and SPAG to precisely identify gaps. Regular pupil progress surgeries with SLT to plan to address gaps and</p>	<p><a href="#">EEF Blog: Learning recovery and the role of diagnostic...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Effective use of assessments will identify gaps for individual children and will show any trends across school to support strategic planning</p>	<p>2</p>

help children keep up		
Coaching of Maths and English through AHT as well as SENDCO inclusion lead	Improving quality of teaching and learning <a href="https://www.gov.uk/guidance/coaching-for-teaching-and-learning-a-practical-guide-for-schools">Coaching for teaching and learning: a practical guide for schools - GOV.UK (www.gov.uk)</a>	2
Appointment of Pupil Premium Lead	Sits within SLT lead by HT	2,3
Embed Maths Mastery approach across all year groups. CPD and scheme for ARK Maths	New maths policy introduced to ensure consistency across the whole school. Mastery learning approaches have consistently positive impacts. <a href="https://www.educationendowmentfoundation.org.uk/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £23,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
LWL&S Keep-up/Catch Up Additional phonics sessions targeting children who are not on track to pass (or have not passed) the PSC.	<a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
National Tutoring Programme to provide extra support for children most impacted by Covid 19	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 <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
SATs booster – 10x1 hour sessions taken by teachers to	<a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4

boost attainment in Reading and Maths		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance data monitored &amp; followed up half termly through parent meetings; embed principles of good practice as set out in DfE's Improving School Attendance advice. Analysis of trends undertaken; engaging with families on a regular basis and following up with family support plans where necessary. Focus on YR attendance to ensure positive start to school life.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">New: Evaluation of wellbeing programme finds positive impact on...   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>SENDCo undertake Mental Health Lead training. TA ELSA trained to support children's mental well-being. Use of Hamish &amp; Milo Programmes. Appoint and Child and Family Support Worker and train ready for Sept 24</p>	<p>Senior Mental Health Lead 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> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</a></p>	4
<p>Continue to build on breakfast club to ensure all children</p>	<p>Improved attendance and improved pupil behaviour.</p>	4,5

have access to breakfast. TA to run so there is a familiar face and point of contact prior to the school day beginning.	<a href="https://www.educationendowmentfoundation.org.uk">EEF statement: re-publication of the evaluation of school...   EEF (educationendowmentfoundation.org.uk)</a>	
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**Total budgeted cost: £96,200**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outcomes for disadvantaged pupils in the 2022 to 2023 academic year and explain how their performance has been assessed*

Assessment Point	Disadvantaged pupils	Non-disadvantaged pupils
EYFS GLD 81%	0% (2 children)	88%
Year 1 PSC 92%	83%	94%
Year 2 PSC 97%	86%	100%
Year 4 MTC		
KS1 R,W,M combined	40%	54%
KS2 R,W,M combined (TA)	46%	75%

High quality teaching and expertise in EYFS have ensured attainment above national

Our phonics provision and interventions have led to results being above national in Year 1 and end of Year 2.

The gap in attendance between disadvantaged children and their non-disadvantaged peers continues to be a concern, especially with PA. We are looking at beginning to take part in an attendance project within EYFS and are joining the LA attendance support as part of the PEIA investment (Priority Education Improvement Area).

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*