

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	WESTVALE PRIMARY
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	59.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	October 2021
Date on which it will be reviewed	Annually
Statement authorised by	Angela Afflick
Pupil premium lead	Angela Afflick
Governor / Trustee lead	Hooshang Rahmani

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,095
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,076
<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	£195,861

# Part A: Pupil premium strategy plan

## Statement of intent

At Westvale Primary we have always focused on meeting the needs of all our children as individuals. Children who are eligible for free school meals (FSM) form the majority of our school population with 59.8% of our children being eligible for the pupil premium in 2021/22.

Our priority is to close the gap and diminish the difference between:

- The attainment and achievement of these children and that of all children nationally
- our children eligible for the pupil premium and those not eligible nationally

We will use the Pupil Premium in a variety of ways to promote the achievement and progress of all entitled pupils and remove the barriers to learning that many of our disadvantaged children face.

## Challenges

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

No child is the same as another and all families are individual and at Westvale we do not generalise or stereotype, however the barriers to learning for some of our children include:

Challenge number	Detail of challenge
1	Attendance, in particular persistent absentees, which can lower attainment due to lost learning time.
2	PP pupils can have lower levels of independence, resilience and aspirations to achieve in life.
3	Some PP pupils may have vulnerable parents/carers who need additional support from agencies
4	Some PP pupils parents have their own negative experiences of schooling resulting in them feeling unable to support children's education at home
5	Reduced access to technology and educational materials
6	High levels of mobility in our context.

## 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.

We have identified key desired outcomes and success criteria.

Intended outcome	Success criteria
To improve the attainment of PP pupils, aiming to close the gaps, in line with age related expectations, including Early Reading	<p>Record to show:</p> <ul style="list-style-type: none"> <li>• Children start each day, fed and ready to learn by accessing Breakfast bagels/breakfast club</li> <li>• All children have the opportunity to eat free breakfast in the classroom, in preparation for a full day of learning high quality whole class teaching.(National Breakfast Programme)</li> <li>• High quality first teaching in all classes</li> <li>• Interventions in place – small group and 1:1</li> <li>• Lead specialist TA for phonics – Read, Write Inc scheme</li> </ul> <p>Pupil Progress data to show:</p> <ul style="list-style-type: none"> <li>• children make at least expected progress</li> <li>• children eligible for the Pupil Premium attain at least as well as other children (reducing the in-school gap)</li> <li>• children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children not receiving the pupil premium</li> </ul>
To improve basic skills within the EYFS to counteract the low levels of attainment on entry for disadvantaged children	<p>Pupil Progress data to show:</p> <ul style="list-style-type: none"> <li>• By the end of EYFS, there are a reduced number of children still working within the 30-50 month development band.</li> <li>• By the end of EYFS, there is an increase in the % of children attaining a Good Level of Development.</li> <li>• Children eligible for the Pupil Premium attain at least as well as other children.</li> <li>• Speech and Language interventions support children across the school.</li> <li>• Children have a good level of language skills to support their acquisition of Phonics and early literacy.</li> </ul>
To improve and maintain attendance levels in PP pupils and decrease the gap between PP and non-PP pupils	<p>Data to show:</p> <ul style="list-style-type: none"> <li>• Children who are eligible for the Pupil Premium attend school at least as well as other children</li> <li>• Children eligible for the Pupil Premium close the gap between their attendance and the national attendance % for all children</li> </ul>
To improve curriculum engagement and enrichment opportunities	<p>Records to show:</p> <ul style="list-style-type: none"> <li>• Children have many opportunities throughout their education at Westvale to widen their life experiences</li> </ul>

	<ul style="list-style-type: none"> <li>• We aim for all children to undertake at least 3 visits/experiences outside school per year</li> <li>• We offer a range of after-school clubs which are free of charge</li> <li>• Children’s language is enriched by their experiences</li> <li>• Priority on vocabulary enrichment and use of whole school oracy project Voice 21</li> </ul>
To improve the achievement of PP pupils in Phonics to meet the expected standard in the Y2 phonics screening check in Autumn 21 and the Y1 check in Summer 22	<p>Records to show:</p> <ul style="list-style-type: none"> <li>• Targeted quality teaching and intervention ensuring accelerated learning for the Pupil Premium pupils</li> <li>• Phonics groups take place daily, regularly assessed to highlight progress.</li> </ul>
To address the gaps in reading for PP pupils by providing effective teaching and intervention	<p>Records to show:</p> <ul style="list-style-type: none"> <li>• Effective use of high quality texts (Power of Reading/Wordsmith) and reading lessons improving reading fluency and comprehension</li> <li>• Bespoke Westvale approach to guided reading daily in all classes</li> </ul> <p>Data to show:</p> <ul style="list-style-type: none"> <li>• Increase in Pupil Premium children achieving expected by the end of the year across the school</li> </ul>
To address the gaps in writing for PP pupils by providing effective teaching and learning	<p>Records to show:</p> <ul style="list-style-type: none"> <li>• Highly effective approach in the quality of teaching, learning and assessing writing to improve pupil outcomes</li> </ul> <p>Data to show:</p> <ul style="list-style-type: none"> <li>• Increase in Pupil Premium children achieving expected by the end of the year across the school</li> </ul>
To address the gaps in maths for PP pupils by providing effective teaching and learning	<p>Record to show:</p> <ul style="list-style-type: none"> <li>• Using the maths mastery approach through Power Maths</li> <li>• Daily fluency fact plan to have a consistent approach to quality teaching, with improved outcomes for the Pupil Premium pupils</li> </ul> <p>Data to show:</p> <ul style="list-style-type: none"> <li>• Increase in Pupil Premium children achieving expected by the end of the year across the school</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: £16,374 (resources) £19,347 (CD Part salary) (DHT SATs boosters)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Books and Phonics resources	Children have limited access to high quality books and resources outside of school	1,2
Funding additional teaching support in Reception	Additional staff in Reception will result in continued improvements in prime and specific areas of learning	2,4
CPD available for all teachers	All teachers have the opportunity to access high quality training to enhance teaching in all curriculum areas	2,4
Booster sessions for Y6 SATs	Targeted PP children have extra support in English and maths to achieve their ARE	2,4,5

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

Budgeted cost: £81,030 (support staff); £21,779 (Services eg. MAPAS) £19,347 (DHT support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted,, additional support staff to support interventions	Adults across the school R-Y6 providing catch-up sessions to reduce the attainment gap between PP and non PP pupils	2,4,5,
To provide additional Y6 teacher hours in school when required	Teacher led interventions in Year 6 will improve the outcomes for PP pupils to bring attainment in line with ARE	2,4,5
Additional Specialist teacher in school	Commissioned Speech and Language Therapist/Music specialist teaching to support learning	2,4,5

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

Budgeted cost: £ 41,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor support for vulnerable children £34,013</p>	<p>Our Learning Mentor challenges attendance to ensure strategies are in place to support pupils in school every day.</p> <p>Our Learning Mentor works with our children to support individual needs. This includes behaviour and emotional support.</p> <p>Our Learning Mentor is proactive throughout the school supporting children in making the right choices in a variety of situations.</p> <p>Our Learning Mentor also supports families in our school community, signposting them to available support they can access.</p>	<p>12,3,4</p>
<p>Breakfast bagels available for all children – promoting attendance and being ready to learn £.555</p>	<p>It is important that all children have the opportunity to start the day fed and ready to learn. This is a basic need that, as a school, we need to meet. Offering a bagel to each child as they come into school also supports attendance/punctuality.</p> <p>This provision is subsidised by National Breakfast and our breakfast club.</p>	<p>2,3,4</p>
<p>Breakfast Club – promoting good attendance and ready to learn £3,083</p>	<p>It is important that all children have the opportunity to start the day ready to learn. It is also important to us that children start the day with positive interactions with adults and their peers alike – a smile, talk with the friends etc. Offering a subsidised Breakfast Club to all children also supports attendance/punctuality.</p> <p>This provision is subsidised by National Breakfast.</p>	<p>2,3,4</p>
<p>Enrichment &amp; visits to broaden children's life experiences £2,000</p>	<p>Our children lack experience of the wider world, limiting their richness and diversity within their vocabulary and language.</p> <p>By giving children the opportunity to experience a range of enrichment opportunities including trips/visits/visitors into school and curriculum days not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections</p>	<p>2,3,4,5</p>

	within it, but deepens and enriches their language and vocabulary.	
After School Clubs	<p>Our children have limited access to clubs/extra-curricular opportunities outside of school.</p> <p>We offer free after-school clubs in a range of activities – football, basketball, drama, computing, Stem clubs etc, which change and vary throughout the year.</p> <p>These clubs also support attendance.</p>	1,2,4,5

**Total budgeted cost: £ 178,181**

## 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 2020 to 2021 academic year.

Due to Covid19, the impact of pupil premium funding has been difficult to measure. As a direct result of national school closures in the Spring term, high Covid levels, bubble closures, staff, absences, remote learning and the cancellation of national statutory tests, it has been difficult to implement the 2020/21 PP strategies. However, staff continued to work delivering high quality, whole class teaching, small group and catch-up sessions.

We continued to provide support and challenge, working in close partnership with the school attendance service. Overall, attendance was broadly in line with the borough average.

#### **Key Objective 1: Attainment: To improve the outcomes for FSM pupils to bring attainment at least in line with age-related expectations**

- Additional staffing across the school providing in class and small group support for FSM children working below ARE in English and maths
- All teachers networking with local school to collaboratively work towards improvement in their subject
- Remote learning platforms subscribed to, to develop skills in reading, writing and maths i.e. My Maths, TT Rock Stars, E-books, See-Saw
- Learning support teacher one day weekly to deliver English interventions
- Additional Educational Psychologist hours were purchased to assess pupils
- Commissioned speech therapist to work with and assess pupils with speech and language needs - Chatty therapy' intervention with key focus on early intervention Rec – Y2 pupils
- Power Maths purchased to support Maths Mastery teaching throughout the school

#### **Key Objective 2: Engagement: to improve curriculum engagement and academic achievement for FSM pupils, providing curriculum enrichment opportunities and by addressing their social and emotional needs.**

- Tackling the Blues sport/arts/mental health literacy programme delivered across the school



- Performing Arts opportunities delivered by specialist music teachers, recorders in Y3, Keyboards in Y4, singing in Y1/2/5
- Purchase of Friends of Kirkby Gallery membership to link with online projects and accessed Kirkby Gallery loan of Willy Russell painting, enhancing our art gallery area, and inspiring pupils to create their own paintings
- Items of uniform purchased for pupils in need
- Staff have received CPD on teaching phonics (read, write, inc) and large number of resources purchased
- School library service, e –books – reading for pleasure, project loan books sourced through the service
- Daily subsidised breakfast club provided with additional staff to provide a healthy breakfast and a positive start to the day
- Attendance rewards/incentives for attending school every day, termly

## 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
Phonics	Read, Write, inc
PSHE Recovery materials	Jigsaw
Times Tables practice	TT Rock Stars
Maths materials	My maths

## 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)

*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.*