

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	224
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025/26
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J Barlow Executive Headteacher
Pupil premium lead	J Barlow Executive Headteacher
Governor / Trustee lead	H Rahmani Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,585
Recovery premium funding allocation this academic year	£9,903
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,295
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,783

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 56% of our children being eligible for the pupil premium in 2022/23.

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 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	Increased % of PP pupils achieving ARE against non-pupil premium pupils

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
<p>To improve the attainment of PP pupils, aiming to close the gaps, in line with age related expectations, including Early Reading</p>	<p>Record to show:</p> <ul style="list-style-type: none"> • Children start each day, fed and ready to learn by accessing Breakfast bagels/breakfast club • All children have the opportunity to eat free breakfast, in preparation for a full day of learning high quality whole class teaching. (National Breakfast Programme) • High quality first teaching in all classes • Interventions in place – small group and 1:1 • Specific trained TAs for phonics – Read, Write Inc scheme <p>Pupil Progress data to show:</p> <ul style="list-style-type: none"> • children make at least expected progress • children eligible for the Pupil Premium attain at least as well as other children (reducing the in-school gap) • 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
<p>To improve basic skills within the EYFS to counteract the low levels of attainment on entry for disadvantaged children</p>	<p>Pupil Progress data to show:</p> <ul style="list-style-type: none"> • By the end of EYFS, there is an increase in the % of children attaining a Good Level of Development. • Children eligible for the Pupil Premium attain at least as well as other children. • Speech and Language interventions support children across the school. • Children have a good level of language skills to support their acquisition of Phonics and early literacy.
<p>To improve and maintain attendance levels in PP pupils and decrease the gap between PP and non-PP pupils</p>	<p>Data to show:</p> <ul style="list-style-type: none"> • Children who are eligible for the Pupil Premium attend school at least as well as other children • Children eligible for the Pupil Premium close the gap between their attendance and the national attendance % for all children

<p>To improve curriculum engagement and enrichment opportunities</p>	<p>Records to show:</p> <ul style="list-style-type: none"> • Children have many opportunities throughout their education at Westvale to widen their life experiences. • We aim for all children to undertake at least 3 visits/experiences outside school per year • We offer a range of after-school clubs which are free of charge • Children’s language is enriched by their experiences • Priority on vocabulary enrichment and use of whole school oracy projects
<p>To improve the achievement of PP pupils in Phonics to meet the expected standard in the Y2 phonics screening check in Autumn 22 and the Y1 check in Summer 23</p>	<p>Records to show:</p> <ul style="list-style-type: none"> • Targeted quality teaching and intervention ensuring accelerated learning for the Pupil Premium pupils • Phonics groups take place daily, regularly assessed to highlight progress.
<p>To address the gaps in reading for PP pupils by providing effective teaching and intervention</p>	<p>Records to show:</p> <ul style="list-style-type: none"> • Effective use of high-quality texts (Power of Reading/Wordsmith) and reading lessons improving reading fluency and comprehension • Bespoke Westvale approach to guided reading daily in all classes <p>Data to show:</p> <ul style="list-style-type: none"> • Increase in Pupil Premium children achieving expected by the end of the year across the school
<p>To address the gaps in writing for PP pupils by providing effective teaching and learning</p>	<p>Records to show:</p> <ul style="list-style-type: none"> • Highly effective approach in the quality of teaching, learning and assessing writing to improve pupil outcomes. <p>Data to show:</p> <ul style="list-style-type: none"> • Increase in Pupil Premium children achieving expected by the end of the year across the school
<p>To address the gaps in maths for PP pupils by providing effective teaching and learning</p>	<p>Record to show:</p> <ul style="list-style-type: none"> • Using the maths mastery approach through Power Maths • Daily fluency fact plan to have a consistent approach to quality teaching, with improved outcomes for the Pupil Premium pupils <p>Data to show:</p> <ul style="list-style-type: none"> • Increase in Pupil Premium children achieving expected by the end of the year across the school

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) £9,347 (SATs boosters/Interventions)

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	2,6
Funding additional teaching support in Reception	Additional staff in Reception will result in continued improvements in prime and specific areas of learning	2,4,6
CPD available for all teachers	All teachers have the opportunity to access high quality training to enhance teaching in all curriculum areas	2,4,6
Booster sessions for Y6 SATs	Targeted PP children have extra support in English and maths to achieve their ARE	2,4,5,6
Intervention groups across Y1 – Y6	Targeted PP children have extra support in English and maths to achieve their ARE	2,4,5,6

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

Budgeted cost: £81,030 (support staff); £21,779 (SLA's eg. MAPAS) £13,253 (Booster 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 tutoring and booster support	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
Learning Mentor support for vulnerable children £31,830	<p>The Learning Mentor challenges attendance to ensure strategies are in place to support pupils in school every day.</p> <p>The Learning Mentor works with our children to support individual needs. This includes behaviour and emotional support.</p> <p>The Learning Mentor is proactive throughout the school supporting children in making the right choices in a variety of situations.</p> <p>The Learning Mentor also supports families in our school community, signposting them to available support they can access.</p>	12,3,4
Attendance Service Support £2,000	School buys in the attendance service which promotes active, targeted support for low attending children	1,2,3,4
Breakfast bagels available for all children – promoting attendance and being ready to learn £670	<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>	1,2,3,4
Breakfast Club – promoting good attendance and ready to learn £3,000	<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>	1,2,3,4

<p>Enrichment & visits to broaden children's life experiences £3,500</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 within it, but deepens and enriches their language and vocabulary.</p>	<p>2,3,4,5</p>
<p>After School Clubs</p>	<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>	<p>1,2,4,5</p>

Total budgeted cost: £ 182,783

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.

Staff continued to deliver high quality, whole class teaching, small group and catchup 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

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at national and regional level (although these comparisons are to be considered with caution given the reasons stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. We will therefore be continuing to provide additional support to our disadvantaged pupils moving forward – including:

- 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. 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
- Read, write inc phonics scheme purchased to increase early reading

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.

The curriculum engagement opportunities objective was achieved through:

- Tackling the Blues sport/arts/mental health literacy programme delivered across the year to Years 4 and 5
- Performing Arts opportunities delivered by specialist music teachers, recorders in Y3, Keyboards in Y4 and singing Rec – Y6
- Friends of Kirkby Gallery membership to link with online projects and accessed Kirkby Gallery loan of local artist painting, enhancing our art gallery area, inspiring children to create their own paintings
- Items of school uniform purchase for pupils in needs
- Staff CPD training on Read, Write Inc Phonics programme, resources also purchased
- School library service, e-books, reading for pleasure, project loan books sourced from the service
- Daily subsidised breakfast club provided with additional staff to provide a healthy breakfast and a positive start to the day, resources purchased for morning starter activities
- Attendance rewards/incentives/prizes for attending school each day, termly.
- Two residential trips for Y5/Y6 to Ormside and Colomendy took place.
- Curriculum enhancement visits for Y1 – Y6.

These curriculum enrichment opportunities were complimented on by Ofsted (Nov 2021).

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 materials	Jigsaw
Times Tables practice	TT Rock Stars

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.

