

# Pupil premium strategy statement – Westvale Primary School

This statement details our school's use of pupil 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   | 219                             |
| Proportion (%) of pupil premium eligible pupils  | 64.8%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027                       |
| Date this statement was published  | December 2024                   |
| Date on which it will be reviewed  | December 2025                   |
| Statement authorised by  | C Richardson<br>Headteacher     |
| Pupil premium lead   | C Richardson<br>Headteacher     |
| Governor / Trustee lead  | H Rahmani<br>Chair of Governors |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £175,675 |
| Pupil premium funding carried forward from previous years<br>( <i>enter £0 if not applicable</i> ) | £ 0      |
| <b>Total budget for this academic year</b>   | £175,675 |

# 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 65% of our children being eligible for the pupil premium in 2024/25.*

*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.*

*We will ensure all children have the same opportunities as their peers:*

- We will provide specialist resources (where required and as guided by SENDCO).*
- We will ensure that no child is left behind.*
- We will use the EEF recommended approach to Pupil Premium spending, first quality teaching (effective feedback and intervention) is always a priority, addressing barriers to learning will be a focus for all staff in order to provide effective targeted academic support.*

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | <i>Attendance, in particular persistent absentees, which can lower attainment due to lost learning time.</i>  |
| 2                       | <i>Speech, language and communication - Assessments, observations, and discussions with children evidence that many of our disadvantaged children start school with below average speech, language and communication.</i> |
| 3                       | <i>Phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than</i>  |

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|   | <i>their peers. This negatively impacts their development as readers.</i>  |
| 4 | Level of Parental need and engagement with home learning / support is lower in pupil premium families.   |
| 5 | <i>Bridge the Attainment Gap - Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations.</i> |
| 6 | <i>Impact of ACE's on children's ability to engage in learning and social situations</i>   |

## 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   |
|---|--|
| Disadvantaged pupils' attendance improves and persistent absence decreases.         | <p><i>Overall attendance for disadvantaged pupils is at least 94%.</i></p> <p><i>Persistent absence rate for disadvantaged pupils reduces by 10% compared to previous year.</i></p> <p><i>Attendance gap between disadvantaged and non-disadvantaged pupils narrows.</i></p>                                   |
| Pupils in EYFS and KS1 demonstrate improved oral language and vocabulary.           | <p>At least 70% of disadvantaged pupils in EYFS meet age-related expectations in communication and language.</p> <p>Assessments (Wellcomm/Blast) show measurable improvement in targeted pupils' speech and vocabulary.</p> <p>Increased pupil confidence in speaking during classroom observations.</p>       |
| Disadvantaged pupils achieve age-related expectations in phonics and early reading. | <p>Year 1 Phonics Screening: At least 80% of disadvantaged pupils pass.</p> <p>Gap between disadvantaged and non-disadvantaged pupils in phonics narrows to within 5%.</p> <p>Regular monitoring shows sustained progress in targeted phonics interventions.</p>   |
| Disadvantaged pupils make accelerated progress to close gaps in core subjects.      | <p>KS2 combined RWM expected standard: At least 60% of disadvantaged pupils achieve expected standard.</p> <p>Progress scores for disadvantaged pupils in reading, writing and maths are at least in line with national averages.</p> <p>Internal data shows term-on-term improvement for targeted pupils.</p> |

|   |  |
|---|--|
| Parents of disadvantaged pupils engage more actively in supporting home learning. | Attendance at parent workshops (phonics, maths, cookery) increases by <b>20%</b> .<br>Feedback surveys show improved parental confidence in supporting learning.<br>Home learning completion rates for disadvantaged pupils improve significantly. |
|---|--|

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br/>We have funded teacher release time to access Maths Hub resources and CPD. We are also part of the Knowsley Maths Year 5 to Year 8 initiative which we have released staff.</i> | 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:<br>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)<br>The EEF guidance is based on a range of the best available evidence:<br>Improving Mathematics in Key Stages 2 and 3 | 5                             |
| <i>Purchase of Pathways To Read &amp; Pathways To Write with associated CPD for staff to deliver</i>  | Teach writing composition strategies through modelling and supported practice EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf   | 2,3                           |
| <i>Whole school CPD on recall and retainment</i>  | DFE material state that regular recall and retention strategies improve attainment.   | 2                             |

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

Budgeted cost: £106,700

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Thrive Intervention</i>  | <p>An independent study looking into the social return on investment of the Thrive Approach estimates that between £7.70 and £9.06 of value for society is generated for every £1 invested in its implementation.</p> <p>When longer-term outcomes are taken into account - including reductions in social and emotional problems later in life as a result of exposure to Thrive in childhood - the potential social return rises to between £16.50 and £22.00 for every £1 invested in Thrive.</p>                              | 6,4,2,1                       |
| <i>Phonics specialist teacher released every afternoon to provide specific and targeted phonics interventions to Pupil Premium children</i> | <p>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:</p> <p>EEF commissioned evaluations of Read Write Inc. Phonics and...   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> | 2,3                           |
| <i>Teacher booster sessions</i>   | <p>Literacy intervention is a proven intervention to improve reading and writing utilising resources from below.</p> <p>Catch Up Literacy   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>  | 2,3                           |
| <i>Teaching Assistant interventions</i>   | <p>Numeracy intervention is a proven intervention to improve reading and writing utilising resources from below..</p> <p>Catch Up Numeracy   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>   | 5                             |
| <i>Purchase of Pathways To Progress intervention and associated CPD for staff to implement</i>  | <p>Teach writing composition strategies through modelling and supported practice EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>  | 2,3,5                         |

|  |  |             |
|--|--|-------------|
| <i>Read Write Inc CPD and coaching to provide Fast Track Phonics and One To One Phonics intervention</i>   | 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:<br>EEF commissioned evaluations of Read Write Inc. Phonics and...   EEF (educationendowmentfoundation.org.uk) | 2,3         |
| <i>Trained Mental Health Counsellors to provide 1:1 counselling to identified pupils</i>   | NHS funded programme to support pupils mental health and well-being.<br>Children and young people's mental health services (CYPMHS) - NHS  | 6           |
| <i>Implementation and associated CPD for Blast Speech &amp; Language intervention in EYFS</i><br>Developing speech and language and early vocabulary.<br>Wellcom programme – assessing and supporting speech | 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:   | 2,5,6       |
| <i>Additional Nursery sessions for those Pupil Premium children who need specific additional interventions to get them school ready</i>  | There is strong evidence to suggest that the longer a disadvantaged child spends in an educational setting the quicker the gaps will close in speech and language.   | 1,2,3,4,5,6 |
| <i>Chatty therapy and Chatty words programme for Key Stage 1 Pupil Premium children.</i>   | Early speech and language interventions are proven to close the gap between disadvantaged children and their peers.  | 2,3,5,6     |

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

Budgeted cost: £ 30,600

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <i>Barnardo's Watchtower programme – attendance officer released to work with the case workers</i> | Attendance case workers can help holistically and offer a different approach to attendance issues. | 1                                    |

|   |  |             |
|---|--|-------------|
| <i>Enhanced provision from the Local Authority Attendance Team</i>  | Attendance team from the LA to focus resources on Persistently Absent families enable families to discuss and break down barriers to attendance.         | 1           |
| <i>Subsidising school trips and enhancing the curriculum</i>  | Children who attend a variety of trips and wider experiences have more to talk about and therefore have more opportunities to write.                     | 1,2,4,5,6   |
| <i>Providing uniform for families</i>   | Children who do not have clean uniforms tend not to attend school regularly.   | 1,4,6       |
| <i>Implementation of school allotment and Forest School provision</i>   | Children develop their speech and language in different settings and gain confidence. Vocabulary acquisition improves and therefore writing can improve. | 1,2,5,6     |
| <i>Increased provision for family learning. Parent functional skills qualification in Maths. Cookery course for parents. Phonic workshops for parents which include observing a lesson.</i> | Parents who are skilled in reinforcing teaching at school help to close the gaps in disadvantaged children.  | 1,2,3,4,5,6 |

**Total budgeted cost: £ 145,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| <i>2003 End of Key Stage 2 SATS</i> |                               |                               |
|-------------------------------------|-------------------------------|-------------------------------|
|                                     | <i>Westvale Disadvantaged</i> | <i>National Disadvantaged</i> |
| <i>Reading</i>                      | 67%                           | 60%                           |
| <i>Writing</i>                      | 62%                           | 58%                           |
| <i>Maths</i>                        | 67%                           | 59%                           |
| <i>EPGS</i>                         | 71%                           | 72%                           |

### Externally provided programmes

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

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| Read Write Inc   | RWI             |

### Service pupil premium funding (optional)

| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i> |
|---|
| We do not receive Service Pupil Premium funding   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
| N/A   |