

Pupil premium strategy statement – Westways 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	579
Proportion (%) of pupil premium eligible pupils	12.56%
Academic years that our current pupil premium strategy plan covers	2022/23 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Charles Hollamby
Pupil premium lead	Teri Drayton
Governor / Trustee lead	Lynn Pocock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,730
Pupil premium plus	£14,460
Recovery premium funding allocation this academic year	£15,080
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£166,230

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Common barriers to learning for disadvantaged pupils can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent pupils from flourishing. The challenges are varied and there is no 'one size fits all'. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning opportunities are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in our intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted funding for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set;
- Act early to intervene at the point need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped communication skills, including oral language and vocabulary gaps. This is evident from Reception through to Key Stage 2 and in general, is more prevalent among our disadvantaged pupils than their peers.
2	Disadvantaged pupils generally have greater difficulties with phonics, which negatively impacts their development as readers.
3	Attainment among disadvantaged pupils in reading, writing and maths (including the multiplication tables check) is below that of non-disadvantaged pupils. When many of our disadvantaged pupils join the school (which is not always in the Early Years Foundation Stage), they are below age-related expectations compared to their peers.
4	Increased social and emotional needs of pupils, including more frequent behaviour issues in school. The education and wellbeing of many of our disadvantaged pupils (and their families) continue to be affected by the impact of the pandemic (as per the findings of national studies). Teacher referrals for support remain relatively high and there is an increase in the number of disadvantaged pupils with multiple needs (e.g. 5% of all pupils are disadvantaged and SEND; 7% of all pupils are disadvantaged and EAL).
5	Attendance and punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils. There is a higher number of disadvantaged pupils who are 'persistently absent' compared to their peers. Absenteeism is negatively impacting the progress of disadvantaged 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.

Intended outcome	Success criteria
Improved communication skills, including oral language and vocabulary, among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
An increased number of disadvantaged pupils will meet age related expectations by the end of each key stage.	Disadvantaged pupils... <ul style="list-style-type: none"> • in the Early Years Foundation Stage will achieve a good level of development in line with their peers (or the gap between them reduces). • in Key Stage 1 will pass the phonics screening check in line with their peers (or the gap between them reduces). • at the end of Key Stage 1 will meet the expected standard for reading, writing and maths in line with their peers (or the gap between them will reduce). • in the Year 4 multiplication tables check will perform in line with their peers (or the gap between them reduces). • at the end of Key Stage 2 will meet the expected standard for reading, writing, maths and spelling, punctuation and grammar in line with their peers (or the gap between them continues to reduce).
All pupils, particularly our disadvantaged pupils, achieve and sustain improved wellbeing as well as having a positive academic experience at our school.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Data from pupil voice, parent/carer surveys and teacher observations. • Monitoring the wellbeing of disadvantaged pupils against their peers. • Carefully planned for pastoral care. • A reduction in behaviour incidents. • Signposting to relevant external agencies to any pupil/family who may benefit.

	<ul style="list-style-type: none"> • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • The wider curriculum and extra curricular provision, including enrichment activities, affords equal opportunities to all pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0%. • The percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £91,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enabling all staff through a continuous high quality CPD programme to ensure that all pupils have access to a broad and balanced curriculum.</p> <p>CPD opportunities will include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Explicitly extending pupils' spoken vocabulary; • Use of structured questioning • Task design; • A curriculum that is text-led (e.g. Power of Reading) where dialogue and interactions are purposeful and curriculum-focused; • Working with experts to help us enhance and reimagine our curriculum. <p>This ongoing CPD will involve purchasing resources and funding ongoing teacher training and release time.</p>	<p>Teaching a broad and balanced curriculum for education recovery</p> <p>Effective Professional Development</p> <p>Walking the talk</p> <p>Measuring the impact of support for spoken language</p> <p>Oral language interventions</p> <p>Reading Reconsidered Curriculum</p> <p>EEF: Improving Literacy in Key Stage 2</p>	1, 2, 3, 4
<p>A high quality induction programme for Early Career Teachers – this includes support through quality mentoring opportunities.</p>	<p>EEF: Putting Evidence to Work – A School's Guide to Implementation</p>	3

Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Our school uses Read Write Inc. and we continue to invest substantially in resources and CPD for staff.	EEF: Phonics Ruth Miskin	2, 3, 4
An effective induction programme for all pupils entering the Early Years Foundation Stage, including successful liaison with feeder nurseries, effectively sharing welcome information and school readiness activities.	EEF: Early Years EEF: Preparing for Literacy EEF: Supporting pupils through transitions – a trio of challenges	2, 3, 4. 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning, which includes promoting our school's core values. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF: Improving Social and Emotional Learning in Primary Schools	4

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

Budgeted cost: £49,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnosis and assessment of speech and language needs and early intervention by specialists.	Measuring the impact of support for spoken language	1, 2, 3, 4
Speech and language interventions (e.g. LEAP, VIP, NIP) and professional assessments to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF: Oral language interventions	
Additional phonics tutoring sessions, targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Read Write Inc. CPD programme.	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: EEF: Phonics	2, 3
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF - One to one tuition And in small groups: EEF – Small group tuition	3, 4

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

Budgeted cost: £24,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the a DfE's Working together to improve school attendance advice. This will involve training and release time for staff to develop and implement procedures to improve attendance (e.g. senior learning mentor, attendance champion and pupil premium lead meet regularly to monitor the attendance of disadvantaged pupils).</p> <p>Learning mentor support (including first day calling) for all pupils whose attendance is a concern.</p> <p>Additional support (e.g. Alternative Education Provision; Psychological support services; MAST; Primary Inclusion) to improve attendance, particularly for disadvantaged pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Pupil attendance in schools</p> <p>Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils: School absences and pupil achievement</p> <p>Achieving successful outcomes through Alternative Education Provision</p>	4, 5
<p>CPD for staff from specialists on behaviour management and anti-bullying approaches with the aim of further developing and embedding our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF: Behaviour interventions</p>	4
<p>Disadvantaged pupils have access to funded music lessons, educational visits and experiences, uniform costs and extra curricular sporting opportunities facilitated by the school's PE and Sport Specialist.</p>	<p>Extra curricular activities are important to young people and result in a range of positive outcomes and contribute to increased social mobility and cultural capital.</p> <p>An Unequal Playing Field</p>	5, 6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £166,230

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

The 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 a national and regional level (although these comparisons are to be considered with caution given the caveats 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 the end of Key Stage 2 tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was either just below or broadly in line with that of their peers. However, from the analysis of other year groups' performance information (e.g. internal assessments), the attainment gap between disadvantaged pupils and their peers was below our expectations, growing in some areas since the start of the pandemic. We concluded that the reason for this is primarily the ongoing impact of COVID-19 (which is also reflective of national figures), although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils across school had less impact than anticipated.

Overall attendance for the school in the 2021/22 academic year was 92.9%. Absence among disadvantaged pupils was 1% higher than their peers in 2021/22 and persistent absence 4% higher. The pandemic continued to impact on attendance last academic year as parents and carers were more cautious with minor illnesses due to previous government guidance. We recognise there continues to be a gap which is why raising the attendance of our disadvantaged pupils continues to be a focus in our current plan.

Our assessments and observations demonstrate that strategies to improve pupil behaviour, wellbeing and mental health are effective, however this continues to be a challenge and cases remain significantly higher than before the pandemic. In some cases, the impact on disadvantaged pupils has been particularly acute. We continue to build on our approaches where funding is used to provide wellbeing support and targeted interventions for all pupils, particularly those who are disadvantaged.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in this academic year section.

Externally provided programmes

Programme	Provider
Alternative provision for younger children providing short term nurture and social emotional support.	Bumble Bees
	Hugi Hub Den
A team of specialised emotional and behavioural psychologists and practitioners who provide bespoke support for children, young people, families and professionals.	Unravel Support Ltd
Behaviour and Resilience Mentoring provision which aims to tackle disengagement by providing a structured social and emotional learning curriculum.	Think for the Future

Further information

- Data demonstrates that the number of disadvantaged pupils in Early Years Foundation Stage and Key Stage 1 are lower than those in Key Stage 2 – this is perhaps affected by Universal Free School Meals. We will continue to ensure that parents/carers who are eligible take up the offer of Free School Meals (FSM).
- Pupil premium lead will be released to attend a sample of pupil progress meetings (each class will be attended at some point over the academic year) so that they are confident that disadvantaged pupils are on track and where they are not, ensure that they are clear about the support in place (which is then monitored for impact). This enables the lead, alongside the senior leadership team, to hold the school to account for the progress of disadvantaged pupils.