

Westways Primary School Pupil Premium Statement



What is Pupil Premium Funding and who is entitled to it?

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Pupil Premium Grant (PPG) is additional funding allocated to schools that are known to have been eligible for free school meals (FSM) at any time in the last six years. The additional funding per pupil is £1345. Schools have the freedom to use this extra funding in ways that will best support raising the attainment of disadvantaged pupils of all abilities to reach their potential. Parents and Carers are urged to register their child as eligible for FSM so that the school can receive the pupil premium entitlement.

Pupil premium is also provided for children in care at £2345. This is allocated to pupils who have been 'looked after' for at least one day and for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order.

Where children have parents in the armed services the school can receive £310 for each pupil aged 4 and over in year groups from reception to Year 11. This is for any pupil who has been a service child in the last six years or in a family in receipt of pensions under the Armed Forces Compensation Scheme and the War pensions Scheme.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas; teaching, targeted academic support and wider approaches including support for non-academic issues that impact success in school.

In summary Pupil Premium Funding is allocated by the Government based on the following criteria:

- **Children who apply for and currently receive free school meals due to their family circumstances (or have received free school meals within the last 6 years)**
- **Children in the care of the local authority**
- **Children who have been adopted**
- **Children from a military family**

How will disadvantaged pupils be supported at Westways?

In order to raise attainment of pupils eligible for Pupil Premium Funding we will:

- Improve attendance and punctuality of this group
- Focus on parental engagement with school and the child's learning
- Provide support for language and communication particularly in EYFS and KS1
- Provide additional support for reading across the school and closely monitor progress
- Raise pupils self-esteem and attitudes to learning to raise aspiration to achieve well
- Ensure appropriate staff are fully aware of the children who are vulnerable
- Monitor progress of this group of children at regular pupil progress meetings
- Invest in high-quality teaching and professional development of staff
- Provide additional support for some pupils focussed on their specific needs, for example: one-to-one or small group tuition and speech and language therapy
- Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example: school breakfast clubs, counselling to support emotional health and wellbeing and help with the cost of educational trips or visits and uniform/PE kit costs

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	Westways Primary School
Number of pupils in school	612
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sam Fearnough, Executive Headteacher
Pupil premium lead	Sam Fearnough Executive Headteacher
Governor / Trustee lead	Lynn Pocock, lead for disadvantaged pupils

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£117,225.00
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,260.00

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.

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 is 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 the intended outcomes detailed below, 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, notably in its targeted funding for pupils whose education has been worst affected, 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're 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	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Internal and external (where available) assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 4 years, between 85 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 65 - 85% of other pupils.</p>
4	<p>Our assessments and observations indicate that the education and well-being 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all subjects but in particular reading and writing.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 2% of pupils have multiple needs and are PPG and SEND. 5% have EAL needs and are PPG. These groups currently require additional support with social and emotional needs.</p>
6	<p>Our attendance data shows that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils since September 2021 at 91%.</p> <p>24% of disadvantaged pupils have been 'persistently absent' compared to 18% of their peers in autumn 1 2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes from 2022 – 2024 will show that the attainment of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes from 2022 – 2024 will show that the attainment of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. • the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 1% lower than their peers.

Activity in this academic year 2021/22

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

Teaching

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention groups and support for speech and language from a speech and language specialist.</p> <p>Diagnosis and assessment of speech and language needs and early intervention.</p> <p>Explicitly extending pupils' spoken vocabulary (Modelling language in EYFS and KS1, Reciprocal reading in KS2);</p> <p>The use of structured questioning to develop reading comprehension (Reciprocal reading); and</p> <p>The use of purposeful, curriculum-focused, dialogue and interaction (Text based curriculum).</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>https://ican.org.uk/i-cans-talking-point/professionals/information-for-inspectors/measuring-the-impact-of-support-for-spoken-language/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://teachlikeachampion.com/books/reading-reconsidered/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1 2 3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Westways is a Read Write Inc. school and we continue to invest substantially in book stock, online resources and development days for staff training.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 3 4</p>

	https://www.ruthmiskin.com/en/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance utilising the White Rose maths resources.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to plan for education recovery for all pupils.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://whiterosemaths.com/</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Improved attendance for all pupils, particularly our disadvantaged pupils. Reduce absenteeism.</p>	<p>https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak</p> <ul style="list-style-type: none"> Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils. <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	6

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

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language interventions 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 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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions, including online lessons, targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Read Write Inc. development Day training and consultation	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Sourcing our own teachers to provide a blend of tuition, mentoring and 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4
First day calling and additional support such as; Alternative Provision, MAST, Primary Inclusion and a range of external agencies to support	https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/c2/c2d13e94-44cb-4f2f-af07-fb663049e5a4.pdf Effective AEP typically demonstrates the following:	5, 6

<p>attendance in particular for vulnerable pupils.</p>	<ul style="list-style-type: none"> • High standards and expectations that build aspirations • Small schools, small class sizes and high staff/learner ratios • Student-centred or personalised (needs-led) programmes that are flexible and customisable to individual need • High quality 'caring and knowledgeable' staff as well as ongoing professional development and support for all staff 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£14,260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school system of behaviour management and anti-bullying approaches with the aim of developing and embedding our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Senior Mental Health Lead training for 2 staff who will then train whole school staff	https://www.gov.uk/guidance/senior-mental-health-lead-training Training course equips senior mental health leads with knowledge, practical skills and tools to initiate a whole school approach to mental health to ensure the best outcomes for all students, including the most vulnerable.	5
Funded music lessons, after school clubs, educational visits and experiences and uniform costs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An Unequal Playing Field report.pdf 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	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	All

	to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £129,260

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, Ruth Miskin, Read Write Inc. and Oxford Owl reading materials.

Overall attendance in 2020/21 was 95% and higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 44% higher than their peers and persistent absence 40% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Review of outcomes in the previous academic year 2020/21

Due to the impact of COVID-19, performance measures have not been published for 2020 to 2021, and results will not be used to hold schools to account. It is therefore not possible to compare the outcomes of disadvantaged pupils with non-disadvantaged pupils.

However, staff continued to focus on the educational experience of disadvantaged pupils as a priority.

Disadvantaged pupils were offered priority places in school during both lockdowns.

Devices and equipment were provided to ensure disadvantaged pupils could access online learning through our platform, Google Classroom.

Weekly well-being calls were made to children and families to support them.

Staff are aware that this group have become more disadvantaged following their experience of the pandemic and lockdown and they are priority for education recovery and catch up interventions.

Phonics, early reading and writing are a whole school priority for education recovery and units of work are planned with this in mind. All subject leaders have audited their subject areas to identify the knowledge and skills children need to 'catch up' in each year group. Planning for the year ahead will encompass missed learning.

Vocabulary progression through a literacy led curriculum has been developed across all curriculum areas and Communicate in Print is used to scaffold the learning of all pupils including disadvantaged.

All staff are now using the Birmingham Toolkit to support SEND and lower attaining pupils in class.

The school has good links with support systems such as Primary inclusion and regularly attends PIP Panel to access additional support for pupils at risk of exclusion. This includes Alternative Provision and Think For The Future mentors.

Externally provided programmes

Programme	Provider
Alternative provision for younger children providing short term nurture and social emotional support.	Bumble Bees
A team of specialised emotional and behavioural psychologists and practitioners who provide bespoke support for children, young people, families and professionals	Unravel Support Ltd