

Pupil premium strategy statement – Westglade 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	223
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2024
Statement authorised by	The Governing Body
Pupil premium lead	Kim Wenyon
Governor / Trustee lead	Steve Scrimshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,040.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£145,040.00

Part A: Pupil premium strategy plan

Statement of intent

We recognise that the context of our school is vital when considering planning for both short term and long term for our pupil premium children. We have extremely high numbers of pupils who are eligible for pupil premium funding. Therefore, our pupil premium strategy forms part of our whole school ethos and values. Our top priority is reducing the gap and improving the life chances of pupil premium children. Every level of leadership takes responsibility for ensuring that every child's barriers to learning are identified and overcome by high quality teaching along with integrated intervention and support.

We use the best research by the Education Endowment Foundation (EEF) to determine our approach to the management and organisation of PPG. Our tiered approach meets needs of pupils and completely fulfils expectations of the pupil premium strategy document.

The spend ensures our children will have access to opportunities, responsibilities and experiences. In this way, it can powerfully address social disadvantage and build cultural capital for later life. Enrichment opportunities are at the heart of our plan. The spend also encompasses a high level of emotional/social wellbeing support alongside academic intervention.

Alongside this is our commitment to high quality teaching and learning for all. This is proven to have the greatest impact on closing the disadvantage attainment gap and also benefitting non-disadvantaged pupils.

Many of our children start with low attainment on entry; however, we work relentlessly to identify this and ensure through carefully targeted use of the pupil premium funding we work to eliminate barriers to learning and ensure all children make maximum progress and achieve their potential both academically and with their wider personal development.

Challenges

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

Challenge number	Detail of challenge
1	The school deprivation indicator is 0.40, which is well above the national deprivation range (0.14-0.21). We continue to see the impact of the cost of living crisis hitting families. This combination of challenges has created limited funds for families and has impacted on family's capacity to provide uniforms, trip costs and in some cases food. Westglade has needed to establish a range of support mechanisms. Financial hardships have significantly impacted on children's access to wider opportunities, reading books, clothing and food.
2	Children enter Westglade primary school exceptionally below pupils national. In 2023-24 our nursery cohort entered school with only 17% pupils meeting age related expectations in Communication and Language. Our pupil premium children all entered school below other pupils and many with additional identified needs. The attainment gap is therefore present when the children first start school.
3	Mental health – Some children and families are facing mental health difficulties which are a barrier to learning. Although this is not widespread across all children, it is essential that timely support for those who need it must be in place. As a result of long waiting lists and limited access to mental health services the school has created a suite of therapeutic interventions which can be accessed at the point of need. All children can access this service but pupil premium children and children requiring social care support are prioritised.
4	Many pupil premium children lack resilience and aspiration . Internal monitoring such as lesson observations, learning walks and pupil voice has found some pupils avoid challenges, problem-solving and can have a lack vision for their future. This prevents them from fulfilling their potential within the opportunities provided by the curriculum. Many children have limited life experiences, which has prevented them developing an in-depth knowledge of the wider world. This particularly impacts on many children's high order reading skills and their knowledge of the world.
5	Attendance - Analyses of data identifies many pupil premium families with low attendance and persistent absence. The attendance of pupil premium children had improved since the employment of the school's attendance officer and this is therefore a proven impactful pupil premium grant strategy which we will continue to target identified families. Persistent Absentee levels continue to be a focus due to the gap that remains between Pupil Premium at 17.07% and Non-Pupil Premium at 10.78% (National is 15.2%).

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
To close the gap between pupil premium children in the school and other pupils nationally in all subjects, by accelerating the progress of identified pupils.	School data shows year on year improvement at closing the gap between pupil premium children and other pupils nationally in all year groups, subjects and subjects combined. The in-school gap between non-pupil premium and pupil premium children in school is closing in reading and math. Writing is our whole school priority for this academic year. Pupil premium children make good and better than good progress in all subjects resulting in +ve progress scores in KS2. Average standardised scores increase in all subjects and are closer to National other pupils
To improve outcomes for disadvantaged pupils in Writing	The % of pupil premium children achieving the expected standard in writing in EYFS will be in line National All pupil premium children without additional SEND barriers reach age related standards in writing in all year groups.
PP attendance to be in-line with national attendance	Pupil premium attendance in line with national attendance Persistent Absences levels for pupil premium children will be in line with national
To ensure PP students are taught a rich and varied curriculum enhanced by trips, visitors and experiences within school to broaden knowledge. PP students to participate in a wide range of enrichment activities offered.	Each year, long term and medium-term planning demonstrate rich and varied experiences that all students experience. Tracking of extra-curricular sessions used to ensure pupil premium children have the opportunity to engage in a range of clubs. Increased engagement and participation from pupil premium families to improve either academic and/or social and emotional outcomes for pp students. Pupil premium children access all trips.

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: £48,766.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a programme of speech and language interventions supported by an additional part time EYFS specialist. £29,000	According the EEF's Guide to The Pupil Premium 'There is strong evidence base showing the impact that high-quality interventions can have on the outcome of pupils. In School data- over time a trend of the majority of children entering school with limited vocabulary and a high proportion of speech and language needs. In addition many families struggle to get to speech and language appointments and this can result in children being removed from waiting lists. This delay can have a significant impact on pupils. Research- See evidence for Switch on Reading	
Establish one to one reading sessions with individual pupils who are not reading regularly at home. £3000	<i>'Babies and toddlers from poorer backgrounds have been disproportionately affected by the pandemic, with less access to books and outdoor space during lockdown than children growing up in wealthier families.'</i> (study conducted in 2020 by researchers at five UK universities and funded by the Economic and Social Research Council)	
Additional phonics /shared reading support and guidance provided through QA systems. Resources book – £800.00 Literacy tree – license £834	Research- EEF- December 2019 recommendation 5 –Deliver- <i>"reinforce initial training with expert follow on support within school"</i>	

Staffing - £3000		
CPD National College £1,592.00	<i>Impact Ed lockdown research (Feb 21) found that challenges with remote learning were felt much more strongly by pupils from disadvantaged backgrounds. Only 45% of students eligible for Pupil Premium said that they understood their school work in lockdown compared to 57% of their peers.</i> According the EEF's Guide to The Pupil Premium 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium'	
One to one support plans including individual rewards and family meetings for all PA's. £5,000	Attendance impacts on attainment. The British Psychological Society (2017) Behaviour Change: School attendance, exclusion and persistent absence. <i>'Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and their attendance improved.'</i>	
Continue the intervention programme by releasing SL staff to work with groups of pupils aimed at reaching GD for writing. £5540	According the EEF's Guide to The Pupil Premium 'There is strong evidence base showing the impact that high-quality interventions can have on the outcome of pupils	

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

Budgeted cost: £37,785.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue fast track tutoring on the RWinc programme with Pupil Premium children as a priority focus- All TA's	Research- Vocabulary at aged five (Waldfoegel and Washbrook, 2010)	

have resources and training. Weekly coaching of all staff working within the RWinc phonics programme. Regular monitoring by external consultants to assess the quality of all the groups. Teaching Assistant – £27,500.00 Co-ordinator time £2,285	There is a 27% gap between the lowest income quintile and the highest. Research- By 18 months, children from middle-income families know 60% more words than do children from poor backgrounds, and they also understand words more quickly. Partly because of this difference, many children fall behind. In high-poverty households, children were exposed to an average of 30 million fewer words in their early years than were their middle-income peers. The EEF's Teaching and Learning Toolkit found that one to one intensive phonics supported pupils to catch up with their peers (+5 months)	
Bottom 20 % readers additional phonics/fluency	Research- EEF explicit systematic phonics can +5months progress. <i>"Studies in England have shown that pupils eligible for FSM typically receive similar or slightly greater benefit from phonics interventions"</i>	
Tuition for Year 6 and interventions across all year groups £8000.00	According the EEF's Guide to The Pupil Premium 'There is strong evidence base showing the impact that high-quality interventions can have on the outcome of pupils	

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

Budgeted cost: £59,260.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer £13,010.00	In school data Research British Psychological society 2017- "Persistent school non-attendance is associated with child, adolescent and adult mental health difficulties"-	

	• <i>‘Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and their attendance improved.’</i>	
Teaching Assistant to work alongside Head as attendance champion (monitor provision and provide additional support e.g. transcriptional support in EYFS and KS1) £600	In school data Research British Psychological society 2017- • <i>“Persistent school non-attendance is associated with child, adolescent and adult mental health difficulties”-</i> <i>‘Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and their attendance improved.’</i> Evidence in Action Podcast – Supporting Schools Attendance 2024 • Sense of belonging is important in developing positive attitudes to attendance • Girls with SEND are a vulnerable group in relation to attendance	
1:1 ELSA support for pupils that present with concerns around SEMH – Pupil Premium children as a priority ELSA - £2500	Three layered therapeutic provision including the REACH project, ELSA and Play Therapy. Research- Extensive evidence associated childhood social and emotional skills with improved outcomes at school and later life. ELSA uses the latest research in child psychology and education. It is support by the Nottingham City Educational Psychology Team. <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u>	
1:1 therapeutic support for parents and children who present with mental health issues £18,000.00	Three layered therapeutic provision including the REACH project, ELSA and Play Therapy. Research- Extensive evidence associated childhood social and emotional skills with improved outcomes at school and later life. <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u>	

Wider experience programme Enrichment including subsidised trips for all classes, a free London trip and subsidised residential £15,000.00	Social opportunities research (Gill Main University of Leeds 2018) Children who were in low income households were 4.4 times more likely to miss out on social/cultural opportunities	
KS2 fruit and breakfast £3,000	In school information-, qualitative pupil data showed over half of each class in KS2 had come to school with no breakfast. Safeguarding teacher reporting on children with no breakfast/hungry increasing. Research EEF-Nearly 1/3 nationally regularly have no breakfast. Breakfast has been shown to make a real difference to concentration of pupils.	
Music provision and Club – School of Rock £5,400 Music hub Yr 4 clarinet tuition Yr 5/6 Additional continued tuition £1,750.00	School information and area context – pupil voice – extremely low number of children with access to instruments at home. 1 in school has accessed tuition outside of school. Limited life experience/cultural experiences. Research- EEF – Arts review paper 2018- <i>“Arts participation has a positive impact on academic learning- approx +2 months progress. Higher progress found between music participation and writing. Increased positive attitudes to learning are also reported. Increasing pupil well being is consistently and widely reported to be impacted upon positively”</i>	

Total budgeted cost: £145,811.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024

Key Stage 2

Combined – 56.3% (National 45%)

Reading – 78% (GDS 39%) (National 62%)

Writing – 50% (GDS 6%) (National 58%)

Maths – 83% (GDS 22%) (National 59%)

Multiplication Table Check - 85% 23+

Phonics Screening Check – 83% (National 68%)

Good Level of Development – 53.8%

Other information

81% of pupil premium children attended at least 1 club during 2023-2024.

60% of children that went on the residential to Kingswood were entitled to pupil premium.

£5602 of recovery premium was clawed back.

2024-25 – we continue to prioritise writing.