



## Pupil premium strategy statement

### Westmere Primary School 2020/21

1. Summary information			
<b>School</b>	Westmere Primary School		Pupil Premium Review completed
			September 2020
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£156,020 Total Spend £186,587
<b>Total number of pupils</b>	248	<b>Number of pupils eligible for PP</b>	117 plus 3 PLAC
2. Current attainment KS2 2018/19 2019/20 data not available due to covid.			
		<i>Disadvantaged pupils</i>	<i>School</i>
			<i>National Average</i>
<b>% achieving in reading, writing and maths</b>		82%	78%
			65%
<b>% achieving expected standard in Reading</b>		88%	88%
			73%
<b>% achieving expected standard in writing</b>		82%	78%
			78%
<b>% achieving expected standard in maths</b>		82%	88%
			79%
Barriers to learning			
<b>Behaviour issues of a small minority of pupils, in particular those new to the school has had an impact on teaching and learning</b>			
<b>Oral language skills on entry in reception</b>			
<b>Attendance of pupils</b>			
<b>Parental engagement and attendance at curriculum information sessions</b>			
<b>Domestic violence at home</b>			
<b>Gaps created in learning due to covid and subsequent absences due to self isolation requirements</b>			



# Westmere Primary School

*Building Bridges for the Future*

What do we want to achieve?	How are going to achieve it?	Timescale	Resources Cost to school	Lead Person	Success Criteria	Monitoring. When? How? Who?	Impact - How will we know if we are successful? What questions do we need to ask?
<b>Provide good quality intervention to ensure disadvantaged pupils make accelerated progress.</b>	Review interventions for effectiveness during English and Maths Reviews.	September 2020	Supply costs	SW/LR	School have evaluated the effectiveness of TA support in the class. Pupils to attain in line with FFT 20 predictions.	Subject leaders through English and Maths reviews.	How are TAs used effectively? What is it that the most effective TAs are doing? Do we need additional training for teachers and TAs?
	Provide teacher intervention	October 2020	£43,217 Westmere	SW/LR	Children to make good progress from their starting points and previous key stage.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
	Intervention in pre-learning provided - planned by class teachers to support those pupils at risk of falling behind.	September 2020	£29,754	SW/LR	For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	KW through pupil progress meetings.	
	Intervention planned for higher ability pupils.	November 2020	£5,750	SW/LR	Pupils to attain in line with FFT 20 predictions.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
	Targeted after school booster provided at all schools for pupils in Y6 identified from FFT with potential for Greater Depth. Easter Booster	January 2021	£6,942	SW/LR			
	April 2021	£5,000					



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<b>Provide early intervention in EYFS</b>	All children to be WELCOMM screened as part of the school baseline. Provide phonics and early language interventions in EYFS. Use NELI materials	September 2020  January 2021 NELI	£100  £10,000	SR	Progress is accelerated for all children receiving intervention. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
<b>Provide Phonics Intervention</b>	Phonic assessment and intervention. Phonic screening to take place in January and identified boosting to be targeted at those pupils at risk of not meeting the standard. RWI resources and training through development days	September 2020 January 2021  October 2020	Westmere £11,345  £1000	SR	For disadvantaged pupils to attain in line with no disadvantaged pupils nationally.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
<b>For disadvantaged pupils to be resilient and have full access to the curriculum.</b>	To provide a teacher led nurture group - based at Westmere but all three schools can access. DEN to operate full time, with targeted nurture group in the mornings and SEND and S&E interventions during the afternoon.	September 2020	£73,479 (not including the high needs top up funding)	KW/ ES/ KS	Vulnerable children are supported to ensure that their emotional wellbeing is nurtured.	KW through pupil progress meetings.	Are vulnerable children falling behind? What is the percentage of these pupils making good progress?



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<b>To ensure that the attainment and progress of all pupils, but particularly the most able pupils is accelerated.</b>	For PPM meetings to use the FFT data for early identification of where children are falling behind.	September 2020	Cover for PPM	SW/ LR	Progress is accelerated for all children.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
<b>To ensure the curriculum meets the needs of all pupils - in particular vulnerable pupils</b>	Reviewing new curriculum so that is bespoke and targets areas of identified weakness. These are language and oracy skills, independence and gaps now created due to COVID.	December 2020 Subject leaders	Release time £1500	SM	The curriculum will ensure all children reach their full potential in all subject areas.	SLT through reviews and work scrutiny	Is it clear from books/deep dives that all children - particular the most vulnerable are making good progress.
<b>To improve reading attainment</b>	Key action in the SIP Additional home readers provided for all children. Reading intervention. Reading incentives.	September 2020 ongoing	£1000 resources £8000 intervention	SW	Progress is accelerated for all children receiving intervention. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	SLT through PPM.	What percentage of children in these groups are making accelerated progress?
<b>To improve attendance</b>	Family support worker to work alongside families to improve attendance FPN issued Incentives for good attendance Regular attendance panels.	September 2020 ongoing	£27,317	KW/ AC	For attendance for disadvantaged to be in line with on disadvantaged national figures. To reduce persistent absenteeism.	Governors through HT report.	Is attendance improving?



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<b>4. Our schools use our pupil premium spend on a number of initiatives that are included in the Sutton Trust EEF Teaching and Learning Toolkit. Examples are included below.</b>	
<u>After school programmes</u>	The schools offer a variety of after school clubs. There are a number of sports focussed clubs. More recently some academic clubs have been by invitation to targeted clubs.
<u>Small group tuition</u>	All three schools provide one to one tuition for pupils requiring support. This is sometimes specific programmes, but can also be as a result of not being able to do something in the classroom and additional tuition is needed. The tuition also takes place during split input sessions in class. The small group work is carried out by teaching assistants and teachers.
<u>School uniform</u>	Some pupil premium children have accessed free school uniform. Although the EEF toolkit would suggest no month's improvement, it is important for social reasons that children are not made to look different
<u>Phonics</u>	The schools have provided additional members of staff to deliver phonics teaching and phonics intervention.
<u>Social and emotional learning (SEL)</u>	The additional needs teacher and ELSA TA at Westmere has planned SEL interventions four afternoons per week. These support children with social and emotional difficulties. There are some children that require the work for a small amount of time where others require it longer term. We have also referred children and families to our family support worker and counselling where necessary. We also have a nurture group to further support children's SEL.
<u>Sports participation.</u>	We now employ a PE teacher who works at all three schools. They deliver lunchtime and after school clubs. All three schools also take part in sports competitions.



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<u>Parental Involvement</u>	We have delivered several workshops to encourage parental engagement. School are working with the children's centre to further develop parental involvement. We also take part in family learning/
<u>Outdoor adventure learning.</u>	The schools take part in two residential visits, one for Y3/4 which takes place on a farm and one for Y4/5/6 which takes place at Hilltop, an outdoor pursuit's centre. The school provide funded places for pupil premium children to these.
<u>Behaviour interventions</u>	The additional needs teacher and ELSA TA are used to support with behaviour. The schools also employ a number of TAs to support children with behavioural difficulties to avoid exclusion where there is not statutory funding in place.
<u>Mastery Learning</u>	Interventions take place at all three schools; these are child focussed around what the children need.
<u>Meta-cognition and self-regulation</u>	HSM and GDE have used the Chris Quigley materials the secrets of success. This scheme of work based on Stephen Covey's book, the seven habits of highly effective people, gives children the opportunity to develop independence and resilience in their work. All three schools use the growth mindset materials.
<u>One to one tuition</u>	One to one tuition takes place at all three schools; it is targeted at those children requiring additional support.
<u>Oral Language Interventions</u>	The increased adult/pupil ratio in EYFS does help to support oral development. The RWI scheme of work for phonics and early reading does involve regular oral interactions within the classroom
<u>Collaborative learning.</u>	Class teachers encourage collaborative working whenever possible. The schools have purchased the Scholastic guided reading scheme that encourages collaborative and independent working.
<u>Feedback</u>	Improving the quality of feedback has been a key area for improvement on our schools. It is a regular focus for our M&E calendar and is a non-negotiable in all subjects.
<u>Early Years Intervention.</u>	Additional adults are used within the EYFS classes to support. All three schools have enhanced adult pupil ratios to support children to reach a GLD. The school have focussed this on the prime areas, in particular PSED skills for boys. The schools are working closely with the pre-schools and children's centre to further develop good transition.



## 5. Impact of spending 2019/20

<p><b>In EYFS 18/19</b></p>	<p><b>High:</b> The good adult to pupil ratio in EYFS and the commitment to work closely together with the local preschool has had an impact. Baseline scores are low, in particular for the prime areas, however EYFS end of key stage data is in line with national averages. Children have received early phonics interventions, as well as access to early speech interventions with the Wellcomm package.</p> <p>EYFS data shows that PP children 67% achieve GLD compared to 58.6% for non PP children.</p>
<p><b>In KS1 18/19</b></p>	<p><b>Mixed:</b> Phonics data for pupil premium pupils has increased at a greater rate than for non pupil premium children. Pupil premium - 73.3% up 1.9% from 2018, non pupil premium 71.4% up 0.6% from 2018.</p> <p>Data at the end of Y2 is now in line with national averages in reading and maths, school have worked hard to increase the percentage of children working at greater depth. Reading non PP 88, PP 89, Writing non PP 82, PP 67 and Maths non PP 78, PP 88, more acceleration is required in improving writing attainment for pupil premium children.</p>
<p><b>In KS2 18/19</b></p>	<p><b>High:</b> Attainment in reading, writing and maths for pupil premium children is 82% compared to 78% for non pupil premium children, progress is above national in all subjects. This shows the impact of interventions.</p>
<p><b>Emotional Wellbeing</b></p>	<p><b>High:</b> The impact of this intervention has been highly effective, school have avoided multiple exclusions due to the amount of support provided for vulnerable pupils through one to one interventions and nurture group support. The impact has been fewer lessons are disrupted by poor behaviour and we are able to support vulnerable children emotionally which is improving their emotional wellbeing and meaning they are now much more ready to learn.</p>



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<b>Leadership of Pupil Premium</b>	<p>Senior leaders have observed out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions. The biggest impact has been where teacher led interventions have taken place. During monitoring and PPMs, senior leaders have focused on the quality of teaching and learning of all pupils, but have completed work scrutiny specially looking at pupil premium pupils. Senior leaders are monitoring the progress of these pupils using target tracker, challenging targets are used by using FFT 20. Work scrutiny is completed regularly. The pupil premium strategy is created using evidence from the EEF toolkit. All of our schools offer a range of clubs, we offer sports and academic clubs, although the latter are not well attended, we have also personally invited disadvantaged pupils requiring support, but this has not always been successful.</p> <p>We provide emotional and social support for all of our pupils, but with a particular focus on our pupil premium children. At Westmere, we have our DEN provision, which is fully funded through pupil premium funding. This provides small group intervention for EYFS pupils in the morning, in the afternoon it provides support for all children, including de-escalation support for behaviour difficulties. We also have specific programs that we offer during the afternoons using our trained ELSA - emotional literacy support assistant and additional needs teacher.</p>
<b>Teaching of pupil premium children</b>	<p>Our children receive high quality constructive verbal feedback and marking daily, it is our view that children learn best when they have verbal feedback. We encourage our teachers to work with all pupils, but ensure that those requiring support should receive the most amount of time from the teacher to ensure equality of opportunity.</p> <p>All teachers complete a pupil premium action plan for their class termly (three times per year) in this they detail who their pupil premium pupils are, what their barriers to learning are and what they will do to support these pupils, either through intervention or targeted QFT. Our pupil premium strategy is based on evidence from EEF and so our teachers use this to ensure they understand what interventions have the most impact. Our strategies for spending specifically match the barriers for learning for our disadvantaged pupils. For example, we are aware that our children come into school with poor oracy skills and we often lack parental engagement. We also have a number of our pupils who have suffered emotional trauma and so require emotional interventions along with academic ones.</p> <p>The targets for pupil premium pupils are aspirational; we use FFT 20 to set challenging and aspirational targets for all pupils including those eligible for the pupil premium funding. The schools provide free breakfast club provision for all pupils.</p>