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	Westmere Primary School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	49.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	28th September 2021
Date on which it will be reviewed	31st July 2022
Statement authorised by	Karyn Wiles
Pupil premium lead	Karyn Wiles
Governor / Trustee lead	Justine Sands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,640
Recovery premium funding allocation this academic year	£16,240
Total budget for this academic year	£166,880

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the priorities for our pupil premium funding, we carefully consider the individual context of each of our schools. We ensure that our interventions are based on strong research evidence and we utilise the EEF toolkit and associated research to do this. The common barriers that our disadvantaged children face are;

- Lack of parental support
- Early language and communication difficulties
- SEMH issues
- Attendance

We take every child as an individual, and are well aware of their individual needs. We create a bespoke action plan for every child eligible for pupil premium. We are passionate about success for all and strongly belief that a child's socio-economic background should not be a barrier to future life success. In fact these children deserve the very best teaching that can be provided so that any gaps on entry are swiftly narrowed.

We strive to ensure the following;

- Quality first teaching for all children is at least good.
- Equity of experience for all children, regardless of disadvantage or SEND
- Curriculum designed around key drivers, created from deficit areas.
- Oracy, Cultural capital, Raising Aspirations and Personal Development
- Provide quality interventions for all children, funded from pupil premium, NTP and catch up monies
- School based Family Support Worker to provide Early Help to families
- Quality SEMH interventions by trained staff
- Attendance for all groups is at least good.

Our aims for our disadvantaged pupils are;

- Narrow the attainment gap between disadvantaged and non disadvantaged pupils
- For all disadvantaged pupils to make accelerated progress from their starting points
- Support Children's mental and emotional wellbeing in order for them to have full access to the national curriculum
- That they attend school regularly

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in reading and phonics and aspirations for the future
2	Narrowing the attainment gap across all subjects, in particular children achieving the exceeding standard in writing
3	Attendance
4	SEMH difficulties
5	Language and communication

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
Rapid acceleration of progress in reading, writing and maths.	Disadvantaged pupils to achieve at least in line with national averages for non-disadvantaged pupils
Improve attainment at greater depth	Disadvantaged pupils to achieve above national averages for greater depth
Improve Attendance of all groups	To ensure that attendance of all groups is above 96%
Improved social and emotional wellbeing of all pupils	Reduction in CPOMS behaviour incidents Reduction in safeguarding, CP and CIN cases due to effective early help support
Improve early language and oracy skills	Language screen shows an improvement in early language acquisitions

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

Budgeted cost: £ 38,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to maintain 10 classes with falling NOR	Children in EYFS and KS1 have missed vital foundations due to the pandemic. EEF catch up intervention EEF Toolkit oral language interventions +6 months	2 and 5
Reading leader release time to ensure QFT with phonics.	EEF Toolkit Phonic teaching +5 EEF Toolkit Parental engagement +4	1
Assistant Executive Headteacher to complete NPQ on behaviour	EEF Toolkit behaviour interventions +4	4

Targeted academic support

Budgeted cost: £ 76,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions 1:2:1 and small group NELI	EEF toolkit language intervention +6 NELI – evidence-based intervention	1,2 and 5
Interventions 1:2:1 and small group Fresh start and phonics	EEF toolkit one to one tuition +5 EEF toolkit phonic interventions +5 Fresh start – evidence-based intervention	1,2 and 5
Interventions 1:2:1 and small group Number stacks	EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4 Maths counts EEF evidence based interventions +2	1,2 and 5
After school booster provided by teacher	EEF toolkit - After school intervention +3 EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4	1,2 and 5

Wider strategies

Budgeted cost: £ 63,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker post	EEF toolkit behaviour interventions +4 EEF toolkit parental engagement +4 EEF toolkit social and emotional +4 EEF Guidance reports in Social and Emotional learning, behaviour and working with parents. EEF attendance – developing an effective PP strategy	1,3 and 4
Nurture Group	EEF toolkit behaviour interventions +4 EEF toolkit social and emotional +4 EEF metacognition and self-regulation + 7	4 and 5
ELSA	EEF toolkit behaviour interventions +4 EEF toolkit social and emotional +4	4

Total budgeted cost: £ 177,993

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

As a school we carefully track the attainment and progress of all children, we analyse the progress of children entitled to the pupil premium and governors hold leaders to account for this.

It is clear that the pandemic has had a greater impact on disadvantaged children, this is shown on our in school data where although progress is seen it is not always the same as for other groups. In September 2020, we assessed all children using a baseline, we have successfully narrowed the gaps between attainment on entry to end of year. This was due to the intervention and recovery curriculum that we put in place.

The NELI intervention showed good impact with improved language screen scores

Our nurture and family support worker have had good outcomes, with many children being able to transition into mainstream classes. We have had a reduction in referrals to social care due to the excellent early help we are able to offer. Initially in the Autumn Term 2020 we were seeing an improvement in attendance but due to lockdowns and covid cases this is still an area for development.

The Family learning programme moved to virtual sessions due to the pandemic, this did cause a drop in engagement.

Externally provided programmes

Programme	Provider
NTP – FFT reading	FFT
Family Learning	Lincolnshire County Council

Further information

Leadership and Management

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.

We provide emotional and social support for all of our pupils, but with a particular focus on our pupil premium children. At Westmere, we had our DEN provision, which was 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 had specific programs that we offer during the afternoons using our trained ELSA – emotional literacy support assistant and additional needs teacher.

Quality of teaching and Learning

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.

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.

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.