

Pupil premium strategy statement – Westmoor Primary

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	Westmoor Primary
Number of pupils in school 2021-22	308
Proportion (%) of pupil premium eligible pupils	15%
Detailed breakdown 2021-22	34 FSM Ever children 1 LAC 9 Post LAC 3 Service Ever children
Number of pupils in school 2022-23	345
Proportion (%) of pupil premium eligible pupils	12%
Detailed breakdown 2022-23	33 FSM Ever children 2 LAC 7 Post LAC 2 Service Ever children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022 September 2023
Statement authorised by	Sharon Trundley, Headteacher
Pupil premium lead	Catherine Tennant, Inclusion Manager
Governor / Trustee lead	Joanne Sharp, Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021-22	£60,385
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,910
Detail	Amount
Pupil premium funding allocation this academic year 2021-22	£65,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,585

Part A: Pupil premium strategy plan

Statement of intent

At Westmoor 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.

Quality first 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 support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. SALT input has increased by 50% in Early Years and KS1.</p>
2	<p>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.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing 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.</p>
4	<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. 32 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 24 (12 of whom are disadvantaged) receiving small group interventions.</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 on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met 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 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in peer-on-peer incidents• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£79,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</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>3</p>

and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. 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 Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme 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 targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose	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)	4

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.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing 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 new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	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

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 2021 to 2022 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.

During the pandemic, the engagement of pupils was monitored closely. Swift action was taken for any pupils who disengaged from the remote learning process.

Below are the outcomes of actions 2021 - 2022 from the current 3 year strategy.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£79,300**

- Back and forth narrative implemented into Foundation Stage to develop oral language - **IMPACT:** Early impact evidenced through regular learning walks by Senior Leaders.
- Continuing to embed RWI (Read Write Inc) programme with high quality CPD from Ruth Miskin RWI team. **IMPACT:** Regular half termly assessments evidence pupil progress. Of children in KS2 on RWI programme in autumn 21, 71% were off the programme by summer 22.
- Current maths lead has committed to a maths mastery programme. Thick and thin curriculum is embedded and is regularly monitored for impact in learning walks. **IMPACT:** 50% (4/8) of Year 6 pupils reached expected standard. Of those, 2 children achieved greater depth
- Renewed youth mental health first aid training. **IMPACT:** school continues to have a qualified YMH lead with weekly drop in sessions.
- Committed funds to renew the wellbeing award for schools. **IMPACT:** Wellbeing champions embedded in school on staff team and pupils.

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

Budgeted cost: **£42,300**

- RWI Fast Track implemented. Staff are highly trained through intensive programmes. **IMPACT:** Of children in KS2 on RWI programme in autumn 21, 71% were off the programme by summer 22.
- Accessed National Tutoring Programme. **IMPACT:** Academic mentor and School Led Tutoring implemented from January 2021. Disadvantaged pupils targeted and progress carefully tracked. Individual pupil case studies evidence impact.

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

Budgeted cost: **£28,200**

- Anti-bullying and child on child abuse training as part of an annual safeguarding training plan. **IMPACT:** Staff record incidents on CPOMS accurately. Regular safeguarding quizzes ensures all staff reflect on knowledge and are reminded of correct procedures.
- Clear expectations shared with children and staff through assemblies with a focus on positive behaviour. **IMPACT:** Consistent approach observed in school. Pupil voice captures views and evidence pupils are aware of rules and expectations.
- Commitment to renew and extend Team Teach qualification for all members of the leadership and management team. **IMPACT:** Delivered 14th October 2022. Eight members of staff qualified level 1.
- Extending pupil leader groups - Community Ambassadors, Eco Warriors, Wellbeing Champions **IMPACT:** Increased self esteem for pupils appointed has been observed. Next steps to gather qualitative data through pupil voice.
- Engagement in EHA (Early Help Assessment). Inclusion Manager dedicated time to respond quickly to needs with regards to attendance, behaviour and wellbeing. **IMPACT:** Individual case studies evidence significant time dedicated and positive impact on families
- Revised policy for attendance approved by governors and shared with parents. **IMPACT:** Figures to be monitored half termly. Autumn 1: Of the 28 PA pupils, 15 are at 100% attendance. Only 5 have dropped to under 95%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI (Read Write Inc)	Ruth Miskin Consultancy
Thrive	North Tyneside Educational Psychology Service

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School Led Tutoring
What was the impact of that spending on service pupil premium eligible pupils?	3 pupils One year 6 pupil reached expected standard in all areas at KS2

Further information (optional)

Professional judgement and knowledge of individual family circumstances ensures we can swiftly target funding as and when a need arises.