**Pupil premium strategy statement** **– Westmoor Primary School**

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**

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| **Detail** | **Data** |
| School name | Westmoor Primary |
| Number of pupils in school | 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 |
| 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 | July 2022 |
| Statement authorised by | Sharon Trundley, Headteacher |
| Pupil premium lead | Catherine Tennant,  Inclusion Manager |
| Governor / Trustee lead | Joanne Sharp,  Inclusion Governor |

**Funding overview**

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| **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  Catch-up Premium carried over from 2020-21 | £0  £9,140 |
| **Total budget for this academic year** | £76,050 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

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| 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.

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| **Challenge number** | **Detail of challenge** |
| 1 | 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. |
| 2 | 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. |
| 3 | 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.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |
| 4 | 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. The significant challenges faced by some families are having an impact on children’s engagement at school and level of support given at home by parents/carers.  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. |

**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.

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| **Intended outcome** | **Success criteria** |
| 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 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 attainment in maths and literacy for disadvantaged pupils at the end of KS2. | KS2 maths and literacy 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:   * qualitative data from pupil and parent voice and teacher observations * a significant reduction in peer-on-peer incidents * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils * a rise in the level of engagement with those parents/carers with significant challenges |

**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: **£40,690**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase of a Read Write Inc. (RWI) training package [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2,3 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Staff delivery of daily BLAST interventions in Nursery and Reception. Daily delivery of NELI intervention in Reception with trained TA | 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:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 2,3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 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:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Training of two TAs in KS1 to deliver Becoming1stClass@Number to Year 1 children. This approach embraces the metacognition and self-regulation style of intervention. | The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  A specific **Recovery Premium** allocation will fund this training and TA delivery time to deliver the programme thereafter. | 3 |
| Continue to deliver quality first teaching across the school, including on-going training for staff to ensure high standards of teaching in an effective inclusive classroom. | <https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>  *Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.* | 1,2,3,4 |
| Daily targeted maths and literacy teaching of children with SEND, support plans and complex needs in a small group by the Inclusion Manager. | <https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf>  *Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.* | 1,2,3,4 |
| Employment of part-time specialist staff to teach P.E, Music ,French, PSHCE and RE, giving those staff who previously delivered elements of these subjects, the opportunity to work with small groups of children to address gaps in learning. | The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  School staff delivering small group tuition are trained in recognised and evidence based programmes – Success@Arithmetic and RWI. | 1,2,3,4 |

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

Budgeted cost: **£26,150**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Engaging with the National Tutoring Programme to provide 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 in small groups  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  A specific **School-led Tutoring Grant** will fund this activity across the school from Reception to Year 6. | 1,2,3,4 |
| Employment of a full-time Academic Mentor through the National Tutoring Programme to address gaps in learning through small group teaching, particularly focused on disadvantaged pupils in the first instance. | Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1,2,3,4 |

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

Budgeted cost: **£9,250**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Maintain the training of two members of staff in THRIVE to support pupils experiencing emotional and behavioural difficulties. | EEF – Pupil Premium Guidance  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  *SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.* | 1,2,3,4 |
| Improve the quality of social and emotional (SEL) learning through PSHCE lessons, increased school counselor capacity, Thrive delivery, further training of wellbeing champions, continued weekly drop-in sessions, BU courses for groups of children, additional after school interactive educational groups to include social development  These approaches will be 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3,4 |
| Following school closures in 2020-21, two changing rooms, no longer needed for their original purpose, will be converted into small group and 1-1 teaching and learning environments to be used daily. This space will also be used to provide safe spaces for wellbeing groups and 1-1 support as necessary. Resources and furnishings will be purchased. | 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 1,2,3,4 |

**Total budgeted cost: £76,090**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This outlines some of the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year (2019-20)** | | **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.** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP. | Inclusion Pupil Progress meetings half termly will continue for all staff with Inclusion Manager  BLAST intervention delivered across  Foundation stage daily.  Additional staff in Nursery as and when appropriate for targeted support.  Parent/carers meetings/workshops for reading, phonics and maths in EY and KS1.  Encourage and recruit further parent/family helpers to read in school with children.  Significant further investment of RWI materials.  Literacy Clinic offered to all parents/carers on a 1-1 basis with the Literacy Co-ordinator | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  **Most recent validated data (2019)**  Meetings were not possible throughout the year due to Covid closures, however a weekly RAG rated document was set up to monitor engagement with home learning and allow teachers to address issues.  During the time children were in school, these sessions took place. All data from pre and post assessments show good progress.  When present, all children requiring additional support received it. Delivery of targeted support was disrupted and inconsistent due to the pandemic, therefore hard to measure.  These were unable to take place face-to-face, but information, including videos were sent out via Seesaw and resources given out to parents.  Not possible for visitors to come into school due to Covid.  Introduction of RWI books and assessments have shown progress in phonics and reading. However fluid groups across classes could not take place due to Covid bubbles.  Although not possible face-to-face, these took place over the phone. Advice was given and packs of activities and work were given to parents. | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  This approach proved invaluable in tracking those individuals falling behind and was used on their return.  Will continue daily within Nursery and Reception as results are very positive. Since Covid and less attendance, this is required even more.  As and when needed, this will continue.  Using ICT meant that the messages could be reached by all parents. Although not as effective as face-to-face, will be used if needed again.  RWI approach to be further imbedded and training to continue.  Skills and confidence of these children was evident and this annual clinic will continue in the appropriate form. | Staff time  Staff time  Extra staff  Staff time  Resources  Official training package, including portal access  Staff time and resources |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **B**. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 16% pupil premium entitlement).  **C**.Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.  **D**. Improve parental engagement and support to improve children’s approach to learning and show progression | Intervention groups run across school daily.  Precision Teaching  Additional teacher for Y6 literacy lessons, allowing 3 groups  Additional member of staff in Y6 targeted maths group (1 teacher, 2 TA’s)  Small booster groups after school from Spring term for all Y6 children for literacy and maths.  Target setting meeting for maths and literacy with every child in Y6 and their parent/carer at the beginning of Spring term | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  A focus on wellbeing and basic skills was adopted when children were back in school. All children received this daily and activities were planned to address children’s social skills and issues around the pandemic. Many previous groups were postponed during this time.  Additional members of staff were utilised as above. Currently internal data shows that some children are still experiencing gaps in their learning, which will be addressed in the next strategy through extra funding.  These were unable to take place due to Covid.  These meetings were held over the phone with parents/carers as they were unable to take place face-to-face. | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  Additional teaching staff are able to address specific issues with children during lessons and this is invaluable. Also, in the current climate, this has proved essential in terms of children’s wellbeing and mental health. | Staff costs  Staff time and resources |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **A.** Continue to improve children’s mental health and wellbeing. This will be measured by a drop in the number of children displaying difficulties through behaviours, requiring on-going emotional support and through reported improvement in performance within class.  **D**. Improve parental engagement and support to improve children’s approach to learning and show progression. | Thrive will take place with individuals and in Spring term the Thrive Approach will be introduced across all classes.  The Wellbeing Award strategies put into place 2018-19 will continue.  Weekly Drop-in sessions for children and parents to discuss any issues or concerns  The use of Counselling services, where appropriate and if available.  Two members of staff to embark upon Triple P training and delivery to Nursery parents if the trial allows.  Creative Club at lunchtime once per week with specific children needing pastoral input (all phases covered across the year)  Early intervention to help children and families through EHA’s  Applications for EHCP’s where appropriate to gain further support  Purchase of days from the EPS remains at the increased level of 12 days  Commando Joe’s  OPAL (Outdoor Play and Learning)  Widening of extra-curricular activities  Monitor attendance to ensure maximum time spent at school  Financial support available for children to take part in visits, music lessons within school and other extra-curricular activities.  Ensure places at homework club are available | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  This was not possible due to Covid.  These strategies continued and were developed further with the addition of further staff training around children returning to school after lockdown. Training took place online and utilised the North Tyneside offer put together by the EPS and other agencies.  These were available over the phone. Staff also spoke to the majority of parents and children in their class every couple of weeks and recorded any concerns. Staff and the Inclusion Manager liaised regarding further support and actions.  This was not available to take place due to Covid until the end of the Summer Term.  Although Westmoor entered the trial, we were not in the control group that received the training.  This was not possible due to Covid and class bubbles.  Families were closely monitored during lockdown periods and this led to a number of additional EHAs taking place.  A number of EHCP applications took place over the year. This allowed some additional children to attend school during lockdown as vulnerable pupils. The smaller groups and changed environment gave a positive experience to a number of children.  EPS time could not be utilised in the usual way during this time. However, due to an audit by the Inclusion Manager, staff were able to indicate areas where they felt further training was needed. An online training package was devised. Staff working from home could access this when convenient.  Not possible due to Covid.  A Gold award was given to school. CPOMS records show that this continues to lessen incidents at playtimes.  Not possible due to Covid  This was not possible in the usual way. Children’s engagement with home learning was carefully monitored via a RAG rated document and issues addressed. E.G, ICT equipment provided, support over the phone, weekly visits to vulnerable families for support and with food packages.  Many of these activities could not take place due to Covid.  Appropriate children attended homework club in Autumn term. It did not take place in Spring term, due to Covid, and the facility now no longer exists. | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  This approach gave school and staff the resources necessary to address many issues and will be used again if needed.  Monitoring and recording is on-going, but was particularly essential on a weekly basis during lockdown periods. We are now able to utilise Teams meetings to allow this essential contact to take place.  It is essential for support to continue during difficult periods, and increased communication is necessary.  This was an effective way to utilise the SLA days purchased to up-skill staff.  On-going planning and development of areas is essential to keep the OPAL experience at a high standard for the pupils.  Close monitoring was essential during this difficult time and the same systems would be in place if needed again. | Staff time  Staff time to attend the initial meetings and prepare paperwork  Staff time  Staff time  SLA cost  On-going purchasing of equipment  Staff time  Staff time |
| **Total staff costs** | | | | £51,000 |
| **Total training costs** | | | | £1,900 |
| **Total resource costs** | | | | £4,600 |
| **Total** | | | | £60,000 |