

PUPIL PREMIUM STRATEGY

Amount of Pupil Premium funding received 2021-22.

Number of pupils eligible:	78 - Children become eligible throughout the year but funding will not be received until the following financial year
Total PP received:	£72,630

Identified barriers to educational achievement

Our school has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Pupil Premium children will need continued additional provision to ensure gaps close rapidly due to school closure. One to one tuition in Reading/Writing/Maths provided by the Pupil Premium TAs will be essential for catch up.
- Mental health, social skills, self-esteem and behaviour will need continued additional support after the school closure.
- The attendance and punctuality of identified Pupil Premium children will need to be closely monitored again in the coming academic year due to impact of the school closure. Additional support will need to be provided.
- Parental Engagement after the school closure will need to be re-established.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
3 dedicated phase Pupil Premium Teaching Assistants (PP TAs) x 5 days a week for in class support and focused interventions for pupils at risk in small groups or 1 to 1 as needed. Teaching Assistant (TA) support in class during morning sessions to ensure class teachers and TAs can provide targeted group/one to one work. Focused interventions for pupils at risk during the afternoons using Every Child Counts/Booster Reading/Inference Interventions – one to one tuition.	English and Maths (Academic)	£51,685
School Library – the service will provide the school with resources for the library and class reading corners which are continually updated. Learning and teaching resources will be provided for each curriculum topic.	English (Academic and Enrichment)	£4,100
National Tutoring Programme	Writing (Academic and Enrichment) Maths (Academic and Enrichment)	£2,925 £2,925

Sports/Games Teaching Assistant/Mental Health TA	Personal, Health and Social (Well-being)	£2,000
Local Authority Attendance Officer	Parents (Engagement)	£1,000
Extracurricular music lessons/clubs	Personal and Social (Enrichment and Engagement)	£1,200
School trips and residential trips	Personal and Social (Enrichment and Engagement)	£1,000

Area of spend	Intended Outcomes	Action
<p>3 dedicated phase PP TAs x 5 days a week for focused interventions for pupils at risk. Every Child Counts and Booster Reading for Primary/Inference Interventions. The rationale for this choice is that data shows this approach to work in meeting the needs of the individual if staff are deployed effectively.</p> <p>One PPTA in Reception and Y1 One PP TA in Y2 and Y3 One PP TA in Y4 and Y5</p>	<p>1:1 and/or small group interventions planned in afternoons. To start with hearing all children read in designated year groups, moving to focus on areas of need within each year group</p> <ul style="list-style-type: none"> • Improved learning outcomes in Reading, Writing and Maths (meeting end of year age-related objectives for current year group after post school closure). • Improved confidence for pupils in specified areas – Maths (fluency, reasoning, problem solving), Reading (speed, inference and deduction) and Writing (grammar and punctuation). • Learning tasks tailored to specific needs of pupils – closing gaps in understanding. • Consolidation of learning completed in classes – time for practice and application of skills • Pre-teaching prepares pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching includes maths calculation strategies and terminology, Reading vocabulary and Writing grammar and punctuation. • Targeted interventions take place – one to one tuition in core learning. • Improved outcomes across school but with an emphasis in Early Years and Key Stage 1 – Reading, Writing and maths. • Gap is closed between Pupil Premium and Non-Pupil Premium and this is consistent in all year groups. • Outcomes for School Disadvantaged are equal to or better to National Disadvantaged. 	<p>Regular reviews of PP TA timetable with Acting Head (x4 per year).</p> <ul style="list-style-type: none"> • Regular communication between PP TAs and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources. • PP TAs to attend weekly Inclusion Leader/SEND staff meetings – up-to-date with school priorities, teaching strategies and national developments. • Key Stage Leads to monitor teaching/work analysis/feedback from pupils/parents/outcomes each term

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<p>School Library – the service will provide the school with resources for the library and class reading corners which are continually updated.</p> <p>Learning and teaching resources will be provided for each curriculum topic.</p> <p>The rationale for this choice is research shows that children need to develop a love of reading and to have access to up to date and interesting materials before they will become truly efficient and independent readers – the needs of the individual are met.</p>	<p>More up to date and interesting books for all key groups.</p> <ul style="list-style-type: none"> • Books/resources reflect the broad and balanced curriculum. • Pupils more eager to read. • More pupils reading regularly in school and at home. • Pupils improve reading speed and comprehension. • A love of reading is cultivated. • Improved outcomes. • Gap is closed between Pupil Premium and Non-Pupil Premium and this is consistent in all year groups. • Outcomes for School Disadvantaged are equal to or better to National Disadvantaged. 	<p>AHT to liaise with Reading Team and Class teachers to annually review books in school.</p> <ul style="list-style-type: none"> • AHT to purchase annually Service Level Agreement with Cheshire Library Services and purchase CPD. • All staff to order required books. • Reading Areas to be updated in class and children encouraged to read alone and with peers – Guided Reading. • Books to be reviewed and updated annually • Reading Team to monitor and evaluate use of books.
<p>National Tutoring Programme</p>	<p>Pupils develop greater resilience when writing and are able to write for a sustained period of time.</p> <p>Pupils are more eager and confident writers</p> <p>Pupils gain a passion for writing and maths</p> <p>Gap is closed between Pupil Premium and Non-Pupil Premium and this is consistent in all year groups.</p> <p>Outcomes for School Disadvantaged are equal to or better to National Disadvantaged.</p> <p>Improved outcomes in writing and maths</p>	<p>AHT to liaise with Tutors and Conexus.</p> <p>AHT to organise for Y3, Y4, Y5 and Y6 children to receive tuition.</p> <p>Tutors to start with baseline assessment of children receiving tutoring.</p> <p>Tutors to assess children at end of tutoring programme.</p> <p>Tutors to share data with AHT</p> <p>Children to receive tuition each day for 15 sessions in Y5 and Y6.</p>
<p>Sports/Games Teaching Assistant/Mental Health</p> <p>TA The rationale for this choice is that research shows this strategy improves behaviour and increases self-esteem and confidence – the needs of the individual are met.</p>	<ul style="list-style-type: none"> • Increased confidence and self-esteem/mental health. • Improved engagement with peers. • Pupils happier/eager to attend school. • Pupils are healthier in mind and body. 	<p>AHT to review deployment of School Sport/Mental Health TA.</p> <ul style="list-style-type: none"> • School Sport/Mental Health TA to plan and deliver sessions to Pupil Premium pupils during the day and at break times/lunchtimes/after school. • AHT to monitor and evaluate school/playground sessions.
<p>Funding for Local Authority Attendance Officer</p> <p>The rationale for this choice is that research shows the lack of attendance results in the needs of the individual not being met.</p>	<p>Improved attendance for Pupil Premium pupils .</p> <ul style="list-style-type: none"> • Reduction in percentage of Pupil Premium pupils who are classed as Persistent Absentees. • Reduction in percentage of Pupil Premium pupils who are late into school. 	<p>AHT to purchase the Local Authority Service Level Agreement on Attendance.</p> <ul style="list-style-type: none"> • AHT and School Attendance Officer (SAO) to track the attendance/punctuality of Pupil Premium pupils weekly to identify any early intervention needs with Safeguarding Early Help Team.

	<ul style="list-style-type: none"> • Parents challenged and more engaged in their child's education. • Improved learning outcomes/confidence in Reading, Writing and Maths. • Gap is closed between Pupil Premium and Non-Pupil Premium and this is consistent in all year groups. 	<ul style="list-style-type: none"> • Teachers and TAs to inform the Acting Head Teacher of any concerns. • To address concerns with parents and develop action plans as necessary. • Half termly attendance meetings to be programmed in with the Local Authority.
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	Outcomes for School Disadvantaged are equal to or better to National Disadvantaged	SAO to provide tracking of Pupil Premium pupils to inform the Local Authority Attendance Officer on a half termly basis for meetings with parents. • SAO to text parents of PA pupils on a weekly basis to inform them of up to date attendance/punctuality percentage. • Improved attendance/punctuality outcomes for PA pupils to be rewarded with a half termly certificate/badge/prizes.
<p>Funding for extracurricular music lessons/clubs</p> <p>The rationale for this choice is that the social and emotional needs of the individual will be met as part of our whole school family ethos where we strive for not only the attainment for all but also the happiness of all</p>	<p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p> <ul style="list-style-type: none"> • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities. • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence and improve mental health 	<p>Annual analysis of number of pupils who have taken part in clubs by Office leader (OL).</p> <ul style="list-style-type: none"> • Staff to talk to children/parents about possible interests and available clubs. • Sport Leader and Music Leader to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing).
<p>Funding for school trips and residential trips</p> <p>The rationale for this choice is that the social and emotional needs of the individual will be met as part of our whole school family ethos where we strive for not only the attainment for all but also the happiness of all with improved mental health.</p>	<p>Pupils are able to participate fully in school trips and residential trips</p> <ul style="list-style-type: none"> • Learning is supported by trips that are carefully planned to enrich the school's curriculum • Mental health, social skills, independence, perseverance and teamwork are developed through group activities and residentials 	<p>Information for parents about available funding. • Office Leader (OL) to liaise with parents and AHT regarding specific requests for funding</p> <ul style="list-style-type: none"> • Teachers made aware of funding available – can approach parents if appropriate.

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Westbrook Old Hall Primary, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings of this strategy will take place each term and will include the Headteacher, Key Stage Leads, Inclusion Leader/SEND/CO, Designated Governor and the Pupil Premium Teaching Assistants.

Each term, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium Funding and the impact of this are monitored by the Full Governing Body through the Head's Report.

Staff:

Designated staff member in charge: Ms M Lythall-Brennan (Headteacher)

Office Leader and Data Officer: Mrs D Porter

Inclusion Leader/SEND/CO: Mrs F Perry

School Attendance Officer: Mrs. S Kinane

Disadvantaged/Pupil Premium Governor: Mrs A Carr

Local Authority Attendance Officer: Ms. L Deakin

Date of next Pupil Premium Strategy Reviews:

16th January 2022

24th April 2022

17th July 2022