

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Westbrook Old Hall Primary School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	29.6% (104 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	EY to Year 6
Date this statement was published	December 2024
Date on which it will be reviewed	Jan 2025/April 2025/July 2025
Statement authorised by	Mary Lythall-Brennan
Pupil premium lead	Mary Lythall-Brennan
Governor / Trustee lead	Anne Carr (governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,160
Pupil Premium LAC Funding 24/25	£12,850
Pupil Premium PLAC funding 24/25	£5138
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,148

Part A: Pupil premium strategy plan

Statement of intent

At Westbrook Old Hall Primary School, our intention is that all pupils, irrespective of their starting point, background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want to ensure that every child has the opportunity to succeed and thrive and the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high attainers.

High-quality 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. We intend to ensure that staff who support disadvantaged pupils receive the most appropriate, highly informative and up to date training, so that they can deliver effective interventions, which will result in the children making greater progress within a shorter amount of time. Analysis and audit of needs will inform training needed. For example, we have an increased number of disadvantaged children with SEND issues. Some training will focus on these areas, so that staff are more aware of strategies needed to engage pupils and to promote greater progress. 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.

Pupils with SEMH needs will be fully supported at Westbrook Old Hall, as we pride ourselves on our strategies to nurture and care for each individual pupil. Strategies include the introduction of a Learning Mentor, the well-established play therapist and ELSA, as well as zones created to offer pupils a safe and secure environment at different times in the day, to suit their needs (e.g. Chill and Chat at lunchtime and the nurture room).

At Westbrook Old Hall, we believe in all pupils being able to access the same opportunities regardless of background or individual circumstances. Disadvantaged children and their families will therefore be supported financially, if they wish to take part in music lessons or residential trips, hence giving the child wider experiences in life, which aim to develop and expand their confidence, cultural capital and life opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Data and assessments indicate that a lower percentage of disadvantaged pupils are reaching both the expected and higher standard in writing at the end of Key Stage 2.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notable increase in low-level concerning behaviours of pupils. Teacher referrals for support have markedly increased. There was a noticeable increase in children being referred to mental health services for anxiety-based issues.
3	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The levels of persistent absence for disadvantaged pupils is negatively impacting on the progress of these pupils.
4	There is an increase in the number of disadvantaged pupils being referred and receiving a diagnosis for neurodiverse conditions.
5	Our assessments, observations and discussions with pupils and families suggest financial challenges impede access for families to access cultural capital opportunities. This can impact on essential knowledge that pupils need to engender an appreciation of human creativity and achievement.

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
To improve attainment and progress among disadvantaged pupils at the end of KS2 in reading, writing, maths.	<p>All disadvantaged children will make good progress in the core areas.</p> <p>Improved confidence for disadvantaged and vulnerable pupils in specified areas – Maths (fluency, reasoning, problem solving), Reading (speed, inference and deduction) and Writing (grammar and punctuation).</p> <p>Improved outcomes across school but with an emphasis in Early Years and Key Stage 1 – Reading, writing and maths.</p> <p>Routines in place in the classrooms.</p> <p>Gap is closed between disadvantaged and non-disadvantaged pupils and this is consistent in all year groups.</p>

	<p>Outcomes for school disadvantaged are equal to or better to National disadvantaged.</p>
<p>Disadvantages pupils will make good progress in phonics, reading and writing.</p>	<p>Disadvantaged pupils are more eager and confident writers.</p> <p>All Pupils, especially the disadvantaged, gain a passion for writing.</p> <p>Disadvantaged pupils will have a good phonics knowledge and be able to apply this to reading and writing.</p> <p>Books/resources reflect the broad and balanced curriculum.</p> <p>Disadvantaged pupils are more eager to read and will 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>Disadvantaged pupils read regularly in school and at home.</p> <p>Disadvantaged pupils improve reading speed and comprehension.</p> <p>A love of reading is cultivated.</p>
<p>Raise levels of aspiration, self-confidence/self-esteem and resilience of disadvantaged pupils</p>	<p>Promote high levels of wellbeing from demonstrated by:</p> <p>A significant reduction in low-level concerning behaviours</p> <p>A reduction in staff needing to make referrals for support for pupils</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>100% of disadvantaged pupils accessing school residentials</p> <p>Pupil voice and lesson observations indicate that pupil engagement in learning is high</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Improved attendance from 2024/25 demonstrated by:</p> <p>Improved attendance for disadvantaged pupils.</p> <p>Reduction in percentage of disadvantaged pupils who are classed as Persistent Absentees.</p> <p>Reduction in percentage of Pupil Premium pupils who are late into school.</p> <p>Parents challenged and supported more to become engaged in their child's education.</p> <p>Improved learning outcomes/confidence in Reading, Writing and Maths.</p>
<p>Increased opportunities for cultural capital and enrichment opportunities</p>	<p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p> <p>Pupil surveys & feedback show disadvantaged pupils enjoy the experience of being at school.</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence and improve mental health.</p> <p>High numbers of disadvantaged pupils participate fully in school trips and residential trips.</p> <p>There are high levels of engagement with enrichment opportunities</p> <p>Surveys, observations and assessments show that mental health, social skills, independence, perseverance and teamwork are improved</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One Learning Mentor employed to support pupils with SEMH, including social groups, Forest School, soft landings and Early Help.</p> <p>To further develop the Forest School so that it is a fully functioning learning space.</p>	<p>The role of the Learning Mentor is to provide help and guidance for pupils to address barriers to learning through supportive one-to-one relationships and small group work.</p> <p>Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>https://forestschoollassociation.org/</p>	1
School Library	<p>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>The development of children’s reading skills and comprehension is intertwined with the need to nurture a love of books and reading to create lifelong readers.</p> <p>Developing a whole-school reading environment for primary schools National Literacy Trust</p>	1
To bring a range of cultural music experiences to the children in school, from professional musicians.	As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.	5
CPD for all staff – behavioural needs	Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school’s senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. pupil behaviour, staff retention, pupil attendance and attainment, positive home-school	1 4

	relationships (Banerjee, R., Weare, K., & Farr, W. (2014).	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged children who are affected by trauma and neurodiverse conditions	Research shows that the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk	1
Play therapist to support disadvantaged children who are affected by trauma.	Play therapy's clinical evidence base, containing over 12,000 cases, shows that between 77% and 84% of children show a positive change through the use of play and creative arts therapies when delivered to PTUK standards. The more severe the problem, the higher the percentage of children that show a positive change.	1 2
Education Psychologist to assess specific children.	With intervention and assessment from the education psychologist, the most appropriate resources and teaching strategies can be sought for particular children.	1 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Local Authority Attendance Officer	Research shows the lack of attendance results in the needs of the individual not being met.	3

1:1 counselling sessions, including ELSA and play therapy.	Many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate. Pupils also report an increased motivation for school and schoolwork. 'Counselling in schools: a blueprint for the future Departmental advice for school leaders.'	2
PP parents to become more engaged with school	Research shows that parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour.	4
The Dog Mentor to support the children's mental health and learning needs.	The Dog Mentor programme has built upon the benefits of the human-animal bond by providing children with positive experiences with dogs that can help them educationally, developmentally, emotionally and socially. Dogs Supporting Education The Dog Mentor UK	1 2 3 4
Extracurricular music lessons/clubs	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	5
School trips and residential trips	Social and emotional needs of the individual will be met as part of our	5

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 2023 to 2024 academic year.

Some PP children received 1:3 tuition for writing in KS2. These children made some good progress, with some of those children reaching ARE by the end of the year.

Some PP children received extra teacher support in Y6 in maths. These children received extra support after school. Most of these pupils made good progress.

Some PP children in KS1 received extra support from a TA. All children made good progress, especially in phonics.

All PP pupils in Years 2 and 6 were offered the opportunity to be part of the residential experience. For those who took up this opportunity, they developed confidence in their selves; developed skills independence and social skills.

Some PP children in EY received extra support from a TA. Most children made good progress, especially in phonics.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The implementation of the Forest School and the Learning Mentor. Target are disadvantaged pupils across the school.