

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	378
Proportion (%) of pupil premium eligible pupils	25.7%
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	November 2022
Date on which it will be reviewed	Jan 2023/April 2023/July 2023
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	£116,000
Recovery premium funding allocation this academic year	£11,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£127,000

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.

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. Tutors will focus on writing, where children need to develop resilience and knowledge within key stage 2, so that children develop as successful writers. Three pupil premium teaching assistants are employed to support disadvantaged children across the school, working within the classroom during morning sessions, to support high level teaching. In the afternoons small group work and 1:1 aims to improve achievement in writing, reading and maths.

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	Our assessments and observations indicate that the education of our disadvantaged and vulnerable pupils continue to have been impacted by lockdowns and disruption to learning caused by COVID19 measures in the past. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
2	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.
3	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.
4	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.
5	There is an increase in the number of disadvantaged pupils being referred and receiving a diagnosis for neurodiverse conditions.
6	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 and SPAG.	<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>Disadvantaged pupils receiving tuition will make good progress and meet ARE.</p> <p>Outcomes for school disadvantaged are equal to or better to National disadvantaged.</p>
<p>Disadvantaged 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 2022/23 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)

Budgeted cost: £69,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Data shows this approach to work in meeting the needs of the individual if staff are deployed effectively.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>School Library</p>	<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>	<p>1</p>
<p>Purchasing of Little Wandle phonics books to</p>	<p>With the correct tools, children can fully access the curriculum.</p>	<p>1 5</p>

<p>further support the scheme across the school and to purchase free-reader books for KS2, to encourage a love of reading.</p>	<p>The explicit and systematic teaching of phonics aims to quickly ingrain word recognition and spelling by developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language). It also teaches them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them.</p> <p>EEF Blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD for all staff – neurodiverse conditions and anxiety disorders (ELSA).</p>	<p>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. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014).</p>	<p>1 4</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutors from Conexus to deliver small group tuition in writing to children in Y3, Y4, Y5 and Y6.</p>	<p>There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost-effective way to support pupils who are falling behind in their learning, suggesting that it can boost progress by up to five-plus months.</p> <p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.</p> <p>National tutoring programme (NTP) - GOV.UK (www.gov.uk)</p>	<p>1</p>
<p>Support for disadvantaged children who are affected</p>	<p>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.</p>	<p>1</p>

by trauma and neurodiverse conditions	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
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)

Budgeted cost: £16,600

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
Creation of a Nurture Room to support children with anxiety, trauma-based and neurodiverse issues/conditions	A dedicated Nurture Room, distinct in design from classrooms, provides a welcoming and relaxed space within the school to work with pupils in a productive and structured way. Children and young people are often faced with difficulties at school or home which, as well as affecting their emotional wellbeing and social skills, create barriers to learning. To unlock pupils' potential, teachers need to provide them with the support they need to feel safe at school, to be able to get on with other pupils, and develop the confidence and resilience they need to succeed both academically and in life. www.nurtureuk.org	2
Mental Health Team run parent workshops for anxiety (in school), 1:1 counselling sessions 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	4

	learning make a difference in improving achievement and behaviour.	
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 whole school family ethos where we strive for not only the attainment for all but also the happiness of all	5

Total budgeted cost: £126,497

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.

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. These children received extra support in the morning sessions for maths and English. Some of these children made small steps in progress.

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

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

Pupil Premium TAs had a significant impact on children's progress across the school, supporting children in class, during the morning sessions and in small group or one-to-one interventions, in the afternoon session. This will continue this year.

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
National Tuition Programme	Ranstad
National Tuition Programme	Conexus

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. Target are Y1 pupils.