



Pupil Premium Strategy 2020-2021

Amount of Pupil Premium funding received 2020-2021

Number of pupils eligible:	62 – Primary FSM Ever 6 pupils -Children become eligible throughout the year but funding will not be received until the following financial year (£1,345 per pupil) Post Looked-after children – 3 pupils (£2,345 per pupil) Service children - 1 pupil (£310 per pupil)
Total PP received:	£60,835

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
<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.</p> <p>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>	English and Maths (Academic)	£52,065
<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>	English (Academic and Enrichment)	£4,100
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)	£670
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.</p> <p>Every Child Counts and Booster Reading for Primary/Inference Interventions.</p> <p>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>	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs for school closure catch up. • 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 post school closure. • 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. 	<ul style="list-style-type: none"> • Regular reviews of PP TA timetable with Deputy Head (x6 per year). • 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. • SLT to monitor teaching/work analysis/feedback from pupils/parents/outcomes each term.

Area of spend	Intended Outcomes	Action
<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>	<ul style="list-style-type: none"> • More up to date and interesting books for all key groups. • 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. 	<ul style="list-style-type: none"> • HT to liaise with English Leader, Library Leader and Class teachers to annually review books in school. • HT to purchase annually Service Level Agreement with Cheshire Library Services and purchase CPD. • All staff to take part in CPD and 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 • English Leader to monitor and evaluate use of books.
<p>Sports/Games Teaching Assistant/Mental Health TA</p> <p>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"> • Reduced behaviour issues after school closure. • Increased confidence and self-esteem/mental health. • Improved engagement with peers. • Pupils happier/eager to attend school. • Pupils are healthier in mind and body. 	<ul style="list-style-type: none"> • HT to review deployment of School Sport/Mental Health TA. • School Sport/Mental Health TA to plan and deliver sessions to Pupil Premium pupils during the day and at break times/lunchtimes/after school. • HT 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>	<ul style="list-style-type: none"> • Improved attendance for Pupil Premium pupils after school closure. • Reduction in percentage of Pupil Premium pupils who are classed as Persistent Absentees. • Reduction in percentage of Pupil Premium pupils who are late in to school. • 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"> • HT to purchase the Local Authority Service Level Agreement on Attendance. • HT 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. • Teachers and TAs to inform the 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.

Area of spend	Intended Outcomes	Action
	<ul style="list-style-type: none"> • Outcomes for School Disadvantaged are equal to or better to National Disadvantaged 	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers. • 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. 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs by Office leader (OL). • 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>	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enrich the school's curriculum • Mental health, social skills, independence, perseverance and team-work are developed through group activities and residentials 	<ul style="list-style-type: none"> • Information for parents about available funding. • Office Leader (OL) to liaise with parents and HT regarding specific requests for funding • 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 Head-teacher, Deputy, Inclusion Leader/SENDSCO, 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: Mr S Quinn (Head Teacher)

Deputy Designated staff member in charge: Ms M Brennan (Deputy Head)

Office Leader and Data Officer: Mrs D Porter

Inclusion Leader/SENDSCO: Mrs F Perry

School Attendance Officer: Mrs. S Kinane

Disadvantaged/Pupil Premium Governor: Mrs A Carr

Local Authority Attendance Officer: Mrs D Parlane

Date of next Pupil Premium Strategy Reviews:

15th January 2021

23rd April 2021

16th July 2021

SPRING REVIEW:

Area of spend	Focus	Review
<p>3 dedicated phase Pupil Premium Teaching Assistants (PP TAs) x 5 days a week for focused interventions for pupils at risk in small groups or 1 to 1 as needed</p> <p>Teaching Assistant (TA) support in class during morning sessions to ensure class teachers and TAs can provide targeted group work. Focused interventions for pupils at risk during the afternoons using Every Child Counts/Booster Reading/Inference Interventions</p>	<p>English and Maths (Academic)</p>	<p><u>Milestone = 5pts progress from last assessment in school in 2020 through 1:1/group interventions and consolidation of learning. Pupils with improved confidence.</u></p> <p><u>The school was closed from January 4th until March 8th due to COVID Lockdown</u></p> <p>Due to lockdown, the TAs have been marking and providing feedback via the Seesaw online platform. They have also been working with selected children when in school on the school rota.</p> <p>From March 8th, focused interventions have re-started after more in school assessments.</p>
<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>English (Academic and Enrichment)</p>	<p><u>Milestone: Pupils more eager to read up to date and interesting books</u></p> <p><u>The school was closed from January 4th until March 8th due to COVID Lockdown</u></p> <p>Regular resourcing and re-stocking have re-started from March 8th</p> <p>The children now have more up to date access to a broad and balanced selection of books. The school library and reading corners have been resourced. Pupils are reading more regularly in school and at home. There is an improvement in the culture of reading and the children are more enthusiastic.</p>

Sports/Games Teaching Assistant/Mental Health TA	Personal, Health and Social (Well-being)	<p><u>Milestone: Improvement in behaviour, self-confidence, engagement, health and happiness</u></p> <p><u>The school was closed from January 4th until March 8th due to COVID Lockdown</u></p> <p>Due to lockdown, the school Sport Games Teaching Assistant/Mental Health TA has been providing online sessions via the Seesaw online platform. She has also been working with selected children when in school on the school rota.</p> <p>From March 8th, sessions with selected children have re-started</p>
Local Authority Attendance Officer	Parents (Engagement)	<p><u>Milestone – Improved attendance and better than national averages/Reduction in Persistent Absence rates</u></p> <p><u>The school was closed from January 4th until March 8th due to COVID Lockdown</u></p> <p>The Local Authority Attendance Officer has worked closely with the SAO in engaging with families. PA families have been invited to meetings and support offered.</p>
School to Parent Text Service	Parents (Engagement)	<p><u>Milestone: Improved engagement of parents and better communication</u></p> <p><u>The school was closed from January 4th until March 8th due to COVID Lockdown</u></p> <p>The texting service was to be used to deliver updates to PA pupils so parents were aware of weekly attendance and targets – this was postponed due to the lockdown – it will be replaced now by Parent Mail.</p>

<p>Extracurricular music lessons/clubs</p>	<p>Personal and Social (Enrichment and Engagement)</p>	<p><u>Milestone: Children to start attending music lessons/clubs in the Autumn term and to develop social skills/self confidence</u></p> <p><u>The school was closed from January 4th until March 8th due to COVID Lockdown</u></p> <p>All clubs were postponed due to COVID 19 restrictions – Music lessons/clubs will resume in the Summer term.</p>
<p>School trips and residential trips</p>	<p>Personal and Social (Enrichment and Engagement)</p>	<p><u>Milestone: No child to not be able to afford to attend school events in the Autumn term/Learning supported by trips.</u></p> <p><u>The school was closed from January 4th until March 8th due to COVID Lockdown</u></p> <p>All trips and residential have been postponed due to COVID 19 restrictions --monies will be reviewed for spend on IT devices for Home Learning.</p>

AUTUMN REVIEW:

Area of spend	Focus	Review
<p>3 dedicated phase Pupil Premium Teaching Assistants (PP TAs) x 5 days a week for focused interventions for pupils at risk in small groups or 1 to 1 as needed</p> <p>Teaching Assistant (TA) support in class during morning sessions to ensure class teachers and TAs can provide targeted group work. Focused interventions for pupils at risk during the afternoons using Every Child Counts/Booster Reading/Inference Interventions</p>	<p>English and Maths (Academic)</p>	<p><u>Milestone = 5pts progress from last assessment in school in 2020 through 1:1/group interventions and consolidation of learning. Pupils with improved confidence.</u></p> <p>Y1 (8 children) Reading Progress N/A – no baseline available in 2020 Writing Progress N/A - no baseline available in 2020 Maths Progress N/A - no baseline available in 2020</p> <p>Y2 (4 children) Reading Progress 25% Writing Progress 0% Maths Progress 25%</p> <p>Y3 (8 children) Reading Progress 37.5% Writing Progress 12.5% Maths Progress 50%</p> <p>Y4 (14 children) Reading Progress 43% Writing Progress 57% Maths Progress 64%</p> <p>Y5 (10 children) Reading Progress 80% Writing Progress 80% Maths Progress 80%</p> <p>Y6 (8 children) Reading Progress 25% Writing Progress 12.5% Maths Progress 0%</p> <p><i>*Matched pupils -some pupils not in school for last assessment</i></p> <p>Progression/More effective interventions/Pupil confidence evident throughout year groups and where progress has not been expected additional strategies have been put into place – Percentage progression scores to be improved.</p>

<p>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.</p>	<p>English (Academic and Enrichment)</p>	<p><u>Milestone: Pupils more eager to read up to date and interesting books</u></p> <p>The children now have more up to date access to a broad and balanced selection of books. The school library and reading corners have been resourced. Pupils are reading more regularly in school and at home. There is an improvement in the culture of reading and the children are more enthusiastic.</p>
<p>Sports/Games Teaching Assistant/Mental Health TA</p>	<p>Personal, Health and Social (Well-being)</p>	<p><u>Milestone: Improvement in behaviour, self-confidence, engagement, health and happiness</u></p> <p>The school Sport Games Teaching Assistant/Mental Health TA has been planning and delivering sessions to pupils throughout the day. She has enabled the pupils to participate in more activities during school. Online activities have been set up. After school activities have been limited due to COVID 19 restrictions. All pupils are eager to engage and the school has maintained its status of the School Games Platinum Mark and is in the top 1% of all schools in the country.</p>
<p>Local Authority Attendance Officer</p>	<p>Parents (Engagement)</p>	<p><u>Milestone – Improved attendance and better than national averages/Reduction in Persistent Absence rates</u></p> <p>The Local Authority Attendance Officer has worked closely with the SAO in engaging with families. PA families have been invited to meetings and support offered. Attendance for FSM has improved from 5.3 to 4.8. Persistent Absence for FSM has improved and has gone from 20.0 to 13.8. Further engagement of the Local Authority Attendance Officer is planned.</p>

School to Parent Text Service	Parents (Engagement)	<p><u>Milestone: Improved engagement of parents and better communication</u></p> <p>The texting service was used to remind parents of events in the Autumn term. With a review of attendance from the Autumn term, the service was to be used to deliver updates to PA pupils so parents were aware of weekly attendance and targets – this has now been postponed due to COVID 19 – it will continue to be used for updates.</p>
Extracurricular music lessons/clubs	Personal and Social (Enrichment and Engagement)	<p><u>Milestone: Children to start attending music lessons/clubs in the Autumn term and to develop social skills/self confidence</u></p> <p>All clubs have been postponed due to COVID 19 restrictions -monies will be reviewed for spend on IT devices for Home Learning.</p>
School trips and residential trips	Personal and Social (Enrichment and Engagement)	<p><u>Milestone: No child to not be able to afford to attend school events in the Autumn term/Learning supported by trips.</u></p> <p>All trips and residential have been postponed due to COVID 19 restrictions --monies will be reviewed for spend on IT devices for Home Learning.</p>