

Pupil premium strategy statement

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

Detail	Data
School name	Westcliff Primary Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021 November 2022 October 2023
Date on which it will be reviewed	October 2022 October 2023 October 2024
Statement authorised by	Amanda Stokes, Headteacher
Pupil premium lead	Rachael Hazlewood
Governor / Trustee lead	n/a

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on Oct 2021 census-Sep-Mar/ Oct 22 Census April- Aug)	£49,747.50 £56,988 £61,700
Recovery premium funding allocation this academic year	RP: £4785 (£145 x33) SLT: £3442.50 RP: £6318 NTP:£5526(3x £1842.75) 60%/40% provided by school RP: £5,300 NTP: £2,052

Pupil premium funding carried forward from previous years	<p>£0</p> <p>£0</p> <p>£0</p>
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£57,975</p> <p>£68,832</p> <p>£69,052</p>

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to maintain high expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Common barriers to learning for disadvantaged children at Westcliff Primary Academy can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils. **A focus on adaptive teaching, including scaffolding, this year to ensure that all children have the opportunity to achieve well.**
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. **This includes rigorous monitoring and reflection.**
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities including sport, outdoor education and music
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Narrowing the attainment gap across Reading, Writing and Maths.

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with disadvantaged pupils suggests that pupils from a disadvantaged background have more difficulties with phonics than their peers. This consequently impacts on their attainment in reading.</p> <p>2023- 100% of PP children achieved the expected standard in reading at the end of KS2.</p>
2	<p>Assessments in Maths and previous KS2 data (2019) demonstrates that fewer pupils from a disadvantaged background achieve greater depth in maths.</p> <p>2022- KS2- 40% achieved GDS compared to National 22%</p> <p>Additional support in Y6 and interventions through NTP have enabled us to exceed national data for GDS pupils.</p> <p>In House whole school data shows that 40% of PP children are working below the expected standard, 40% at the expected standard and 20% at Greater Depth in Maths.</p> <p>2023- KS2 PP- 100% EXS+ (33% Greater Depth and 66% Expected Standard) compared to 59% National PP</p> <p>In House whole school data shows that 28% of PP children are working below the expected standard of PP children, 61% are working at the expected standard and 10% are working at Greater Depth in Maths. A reduction in the number working at GDS however an increase working at the expected standard. Children missing basic number concepts is an issue following COVID.</p> <p>2019 - KS2 - 13% achieved GD compared to 31% National</p> <p>2019 - EYFSP - 25% achieving Exceeding Maths GLD</p>
3	<p>Assessments in writing and previous KS2 data (2019) demonstrates that fewer pupils from a disadvantaged background achieved the expected standard compared to national data.</p> <p>The gap has remained similar to 2019 when comparing the number of pupils achieving the expected standard at Westcliff and National. Clicker purchased; colourful semantics now used as a universal teaching tool to support this, spelling programme, handwriting training whole school.</p> <p>Whole school tools used to support PP to exceed national data in 2023.</p> <p>2023- KS2 - 100% achieving the expected standard (including 17% GDS) compared to 66% National</p> <p>2022- KS2 - 60% achieving expected standard compared to 69% national</p> <p>2019 KS2 - 75% achieving Expected standard compared to 83% national</p>
4	<p>Well being questionnaires and observations from staff suggest that social and emotional issues along with lower academic resilience have been identified for a growing number of disadvantaged pupils.</p> <p>2022- Curtis scale results show fewer high needs but an increase in observations of low level anxiety, poor resilience and well being.</p> <p>2023- Increase in low levels of anxiety and generalised anxiety along with specific SEMH difficulties.</p>

5	<p>There has been a trend in Speech and Language difficulties for disadvantaged pupils entering school which consequently has an impact on learning, particularly Literacy.</p> <p>2021- 50% of disadvantaged pupils entered school requiring speech therapy.</p> <p>2022- 75% of disadvantaged pupils enter school requiring speech therapy.</p> <ul style="list-style-type: none"> - 36% of all disadvantaged pupils have had speech and language involvement. - This has increased from last year and reflects the changing cohorts and impact of covid. Demands to services (NHS) post COVID prove to be a challenge when ensuring timely support and intervention is in place. <p>2023- 50% of disadvantaged pupils entering school requiring SALT</p> <ul style="list-style-type: none"> - 36% of disadvantaged pupils have had speech and language involvement. <p>This remains the same and the impact of private SALT commissioning has meant that more pupils have been able to make progress and some have been discharged. Demands to NHS continue to prove a challenge and lack of funding so this service is vital to ensuring we meet their Speech and Language needs.</p>
---	---

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
1. Improved attainment in Reading for disadvantaged pupils	Achieve or exceed national average progress scores in KS2 Reading in the next 3 academic years.
2. Progress in Mathematics; Greater Depth in Maths	<p>Achieve or exceed national average progress scores in KS2 Maths in the next 3 academic years.</p> <p>Achieve or exceed national average for greater depth in Maths in the next 3 academic years.</p> <p>Westcliff KS2 2022 18% + than National</p> <p>Westcliff KS2 2023 33% - 30% higher than National (3%)</p> <p>Close the Attainment gap for children achieving greater depth particularly in Maths.</p>
3. Progress in Writing	Achieve or exceed national average progress scores in KS2 Writing in the next 3 academic years.
4. To achieve improved wellbeing for all pupils in school, particularly disadvantaged pupils.	<p>High levels of well being evident in classes / pupil surveys.</p> <p>All pupils complete a Wellbeing assessment with an improved score.</p> <p>Those identified with SEMH needs complete Boxall profile (resilience revolution document).</p> <p>A significant increase in the amount of disadvantaged pupils participating in enrichment activities.</p>

5. Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments (TalkBoost / SALT) and teacher observations will indicate significantly improved oral language skills. More pupils discharged from NHS speech and language therapy services.
--	--

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: £ 12,335 **£27,500** **£30, 850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a validated DFE phonics scheme</p> <p>Monitor the impact and measure consistency of delivery</p> <p>Continue to monitor impact and RG to train new staff.</p> <p>Use of new phonics tracker to enable SLT to monitor bottom 20% and Disadvantaged pupils requiring additional support.</p>	<p>Internal data for current cohorts show that 35% of disadvantaged pupils are working towards the standard for their year group and only 16% working at greater depth. By ensuring our phonics scheme is robust and delivery is consistent we aim to provide excellent phonics teaching for all pupils and for those in small group interventions.</p> <p>2023 - Phonics Screening Check - 100% Disadvantaged Pupils achieved the PSC pass mark 2023. 93.3% pass overall. Evident that a robust phonics scheme is having an impact on attainment. Regular meetings and new assessment program to monitor and track bottom 20%</p> <p>Evidence - EEF - Phonics</p> <p>Phonics is proven to have a highly positive impact on the development of reading for pupils from disadvantaged backgrounds. Phonics improves the accuracy of reading but not necessarily comprehension.</p> <p>Phonics EEF +5 months</p>	1
<p>Assistant Headteacher support for ECT in Year One to ensure high quality teaching is taking place.</p> <p>Supporting 1 ECT in Y1 and 1 ECT in Y2</p> <p>NO ECT - no longer needed</p> <p>Leadership time</p> <p>PP lead release time</p> <p>Additional quality first teaching 1:1 from class</p>	<p>85% of the current cohort are working towards the expected standard for their year group in reading.</p> <p>2022-2023 - Fewer children working towards the expected standard (25%) and consequently more working at or above the expected standard in this cohort -now in Y2. 93% of the class passed the phonics screening test.</p> <p>Continue with high level support (including release time for another ECT in Y1)</p> <p>Evidence - EEF</p> <p>The EEF has released a study which documents the impact of providing high quality training and mentoring for teachers beginning a career in teaching.</p> <p>ECT - EEF</p>	1, 5

<p>teachers = 2 days per PP child per teacher</p>		
<p>ELKLAN CPD to embed high quality speech and language provision for all. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Whole school to achieve Communication Friendly Status.</p> <p>Achieved CFS now to continue to implement changes and deliver to new staff. Monitor the consistency of strategies used.</p> <p>Colourful semantics training and support from SENCO to develop oracy on a whole school basis.</p> <p>Continue to monitor strategies and consistency. Set up ELKLAN champions</p> <p>Continue to use colourful semantics.</p> <p>Whole school Oracy Voice 21 project</p> <p>RG to lead trust wide ELKLAN training for new staff to ensure we maintain CFS at the 3 year mark</p> <p>RH to purchase WELCOMM KS2 to reassess pupils on entry to KS2.</p> <p>Release time for RH/RG to complete portfolio and support staff.</p> <p>WELCOMM assessments for early identification of needs when entering school.</p>	<p>High quality teaching has the highest impact on all pupil attainment. We aim to close the gap in communication and interaction by ensuring every single member of staff who will come into contact with children in our school are skilled in speech, language and communication. This will have an impact on both the learning that will take place, wellbeing and behaviour. Vocabulary and language are key predictors of academic achievement.</p> <p>Evidence - EEF/ PP conference</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Using Pupil Premium - EEF</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction. Improving Literacy in KS2 EEF</p> <p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>Oral language interventions EEF</p>	<p>1,2 ,3,4</p>

<p>Teaching and Learning focus on strategies to support Quality First Teaching</p> <ul style="list-style-type: none"> - INSET training - Advisory teacher training at staff meetings <p>Focus of high quality teaching is adaptive teaching. Staff meeting time to discuss 5 a day and scaffolding - sharing of best practice.</p> <p>Colourful Semantics training and support from SENCO to implement allowing all children to become successful. - supports writing and oracy skills.</p> <p>Assistive Technology focus for this year - ensuring all chn can access learning</p> <p>Advisory Teacher to train all TA's on use of the Graduated Approach and refresher for Teachers</p> <p>Oracy Voice 21 project looking at verbal scaffolds.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>The EEF high quality teaching research states that supporting teachers to deliver high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High Quality Teaching - EEF</p> <p>Oral language interventions EEF</p>	<p>1, 2, 3, 4</p>
<p>Improve the quality of social and emotional learning for all pupils through the resilience revolution approach. This will be supported by training for staff.</p> <p>OA funded</p> <p>RH trained in Zones of Regulation and disseminated training for all staff. Delivered as a whole school approach and for individuals.</p> <p>Trauma informed approach adopted and</p>	<p>Through observations and informal discussions pupils have become less resilient following lockdowns and the increased demand in work.</p> <p>Evidence from the EEF notes that School-level approaches to developing a positive school ethos also aim to support greater engagement in learning and management of emotions. These skills are vital to academic and emotional success.</p> <p>Social and Emotional EEF (+4)</p>	<p>5</p>

behaviour policy updated in light of this.		
<p>Investment in standardised tests to screen children to identify needs early. Including GL Assessments - Dyslexia Portfolio, Sandwell assessment, BPVS.</p> <p>Purchased Star reader assessment for Reading base line and data drops throughout year</p> <p>Purchase Sandwell for KS1/2 assessment in Maths.</p> <p>Oracy baseline completed.</p>	<p>The standardised assessment provides key information to detail strengths and weaknesses of pupils and to aid early identification of any additional needs. They also provide clear start and end points following interventions.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</p>	
<p>Consistent approach to using manipulative in White Rose Maths sessions</p> <p>Embark on NCETM Mastering Number Fluency Programme across EYFS-KS1.</p> <p>Nursery to access Mastering the curriculum</p> <p>Reception to continue to embed NCETM mastering number programme and support from Maths lead to enhance mastery opportunities.</p> <p>2 KS2 TA's trained as lead maths specialists through NCETM.</p> <p>2 EYFS TA's trained as lead EY Maths specialists through NCETM.</p>	<p>Evidence from the EEF notes that practitioner knowledge, consistency, manipulatives and dedicated time for Maths and to revisit what the children already know.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	

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

Budgeted cost: £ 45,340.67 £45,000 £15,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring Programme allowing 1:1 tuition and small group tuition.</p> <ul style="list-style-type: none"> - Writing - Maths (GD) - Reading/Phonics <p>SLD allocation (£3445.50) Recovery Premium allocation (£5365)</p> <p>2022-23 RP: £6318 NTP:£5526</p> <p>2023-2024- RP: £5,300 NTP: £2,052</p> <p>Third Space Learning intervention for Y4/5 then Y6</p>	<p>Having analysed our cohorts data we have identified that children in Years 2, 5 and 6 need support to address gaps in reading and maths. The gaps we feel have developed due to COVID could be effectively addressed through intensive tuition. We have also identified the Year 4 cohort as needing additional intervention in writing and therefore will access 1:1 tuition for English to narrow the gaps.</p> <p>Intensive tutoring is allowing support to be provided to close the gaps from COVID. As children move up through school gaps appear to be more evident with groups of pupils in year Reception, 3 and 5 and they have been identified as those needing additional support to narrow the gaps in attainment across the board. NTP/RP continue to be used to employ highly trained teachers to deliver interventions to targeted groups of pupils.</p> <p>Evidence - EEF <u>One to One tuition - EEF</u> (+5)</p>	<p>1, 2 , 3, 4</p>
<p>Additional TA3 in Y6 to support PP pupils in class and to deliver interventions</p> <p>No longer needed due to different cohort needs. This had a huge impact on previous cohort -</p> <ul style="list-style-type: none"> -Impact KS2 SATS -1 child WTS in reading/writing - none in Maths/GPS. <p>Additional HLTA in Y6 (previous PP cohort with higher level of need following COVID)</p> <p>Lexonic teacher 1 day per week annual cost</p> <p>No longer needed</p>	<p>Through observations assessments and having analysed the current Year 6 data we have identified support needed to address gaps in writing and maths. The support of an additional TA3 enables small group tuition to take place to address the gaps and plan carefully for missed learning due to covid.</p> <p>Evidence - EEF <i>Small group tuition enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition can support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><u>Small Group Tuition - EEF.</u> (+4)</p>	<p>2,3</p>
<p>Purchase a maths intervention - '1st class at number' which is aimed at closing the gap in attainment for specific PP children.</p>	<p>Data shows that a group of PP children (particularly in Y5) have difficulties with basic maths concepts. This fast paced, intensive intervention aims to close the gap for these</p> <p><u>Small Group Tuition - EEF.</u> (+4)</p>	

<p>Time to train - x1 Teacher, x2 TA's</p> <p>Purchase sandwell assessment (GL) to show progress and identify needs.</p> <p>Assessments from the programme demonstrated PP chn making between 1 year /2 year progress in a 12 week period.</p> <p>Offer for other chn this year following 3rd space learning.</p> <p>Train additional members of staff to complete KS2 first class a number programme.</p>	<p>Research from EEF which shows (+2) 1stClass@Number EEF</p>	
<p>Screen all children entering EYFS using the Welcomm assessment to ensure timely identification of needs and early intervention.</p> <p>Following the screening, a L3 TA will deliver SALT interventions to narrow the gap and accelerate progress for those who need the support.</p> <p><i>Staff training 7 x half day</i> 3 x L3 TA 1 x L6 TA 1 x UPS 1 2 x SLT</p> <p><i>Assessment release time</i> 1 day L6 TA 2 days UPS1</p> <p>Communicate commissioned to work with pupils on a weekly basis to address ever growing S&L needs. Speech therapist regularly reviews pupils progress and assess those who need swift intervention but cannot receive it due to long NHS waits.</p> <p>Colourful semantics training and resouces in each class to</p>	<p>We have noticed a trend in children entering the school with poor communication skills which is predicted to be a growing need due to young children being in lockdown for so much of their life (Y1 cohort exempt). Lockdown impact on Early Years - Literacy Trust (EEF source)</p> <p>By identifying needs early we aim to allow pupils to become ready for literacy as part of our 3 year plan.</p> <p>Evidence - EEF <i>Preparing for literacy</i> <i>Prioritising development of oral language and communication is key to success in reading. It also states that the use of high quality intervention programmes and effective use of timely data can have the biggest impact on a child's readiness for literacy.</i></p> <p>Preparing for Literacy - EEF</p>	<p>1, 5</p>

<p>support children at a whole class level as well as in targeted small groups.</p> <p>Continue to monitor use this year. Regular work with Communicate SALT who continue to manage caseload.</p>		
<p>Nessy 5/30 pupil subscriptions are PP</p> <p>6/30 subscriptions are PP</p> <p>8/30 subscriptions are PP</p>	<p>Through observations, assessments and having analysed data for our disadvantaged pupils in reading we have identified a need to plug gaps in and provide multi sensory learning. By using digital programmes such as Nessy, we will improve the quality of practice for pupils and achieve higher levels of engagement which in turn will have an impact on attainment.</p> <p>Digital Technology - EEF</p>	1
<p>Clicker 2/8 subscriptions are PP</p> <p>Purchased the whole school licence due to success of this app with pupils last year and the impact on KS2 writing results. All PP pupils have access to Clicker, a piece of assistive technology to ensure excellent adaptive teaching. This ensures that all pupils can record learning in all subjects despite their barriers</p> <p>Whole school licence - clicker available for ALL PP children enabling them to access writing using assistive technology. Impact is evident in the end of KS2 writing data.</p>	<p>Through observations, assessments and having analysed data for our disadvantaged pupils in writing we have identified a need to utilise Clicker in writing and topic sessions. By using digital programmes such as Clicker, we will improve the quality of practice for pupils and achieve higher levels of engagement which in turn will have an impact on attainment. This enables our disadvantaged pupils to access more of the curriculum. This is supported by the EEF research on the 5 a day principle which looks at adaptive teaching and use of assistive technology.</p> <p>Digital Technology - EEF EEF blog: The Five-a-day approach: How the EEF can support</p>	3

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

Budgeted cost: £ 10,000 £15,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Newstart counsellor to support children who are having difficulty accessing learning through behavioural/emotional issues.</p> <p>Counsellor review of hours - to develop a mindfulness coaching group to deal with a growing demand of anxiety in school.</p> <p>Support from CAMHS PMHW to deliver worry workshop for disadvantaged pupils</p> <p>Counsellor used to support 4 disadvantaged pupils and available for others as needs arise.</p> <p>Support from CAMHS PMHW to support families, delivering worry workshops, attending drop ins.</p> <p>Lunch club for identified children - TA3 - 5 hours per weekx40)</p> <p>Resilience committee for those children who need to develop their own resilience by adopting a leadership role in this area.</p> <p>Lunch club for identified children to develop social skills and those who particularly struggle at social times such as lunch time. (TA3 - 3 hrs per week x 40)</p>	<p>Pupils identified as having SEL needs through well being questionnaires and observations to receive targeted interventions. 35 % of PP pupils identified as having needs which can be met through CAMHS, Newstart or inhouse strategies such as resilience committee/lunch club.</p> <p>Evidence - EEF</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Social and Emotional EEF (+4)</p>	<p>5</p>
<p>Offer consistency through a whole school behaviour policy. Update and training for the whole school. Support from SLT to implement.</p> <p>No cost</p> <p>Develop further training on this for welfare staff and installation of behaviour system onto the playground wall for lunch times.</p>	<p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance</p> <p>Behaviour - EEF</p>	<p>4</p>

<p>Support in use of visuals for those pupils who struggle to understand.</p> <p>Behaviour policy updated to incorporate a Trauma informed approach</p>		
<p>Beach School Passport developed and resources purchased to allow most disadvantaged pupils with access to outdoor learning and first hand experiences.</p> <p>Beach school curriculum developed and beach school area created for children to take their learning back to school. Providing a wide range of experiences for our Disadvantaged pupils.</p> <p>Resilience committee leading using this area during lunch times.</p> <p>Capacity of the beach school team developed by subject leaders joining the beach school network meetings.</p> <p>Beach school sessions delivered in school by specialist TA.</p> <p>Training for specialist TA</p> <p>Beach school area part of play times - allowing children further time to connect with nature.</p> <p>Enrichment Curriculum</p> <p>Primary Futures events- providing disadvantaged children with opportunities to find out about different careers and to develop their aspirations.</p> <p>PALS No cost</p>	<p>Cultural Capital: ‘disadvantaged students don’t develop as they don’t watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it’. 6 10 (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>EEF Toolkit - +4 months for outdoor adventure learning</p>	<p>4</p>
<p>OPAL Playground support and equipment</p> <p>Personal Development offer rewritten</p>		

<p>Opal play equipment installed and rolled out across school</p> <p>OPAL whole school training. INSET day</p> <p>Support for all welfare staff from OPAL lead</p>		
<p>Rainbow award.</p> <p>All units completed in 2023/2024 - pending award.</p>		
<p>Training for all staff in Trauma informed approach</p> <p>Behaviour policy incorporate trauma informed approach</p>	<p>An increase in disadvantaged pupils with trauma. Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.</p> <p>Improving Behaviour in Schools EEF</p>	4

Total budgeted cost: £61,839.67

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2024 academic year.

Impact or Pupil Premium Strategy Outcomes 2022-2023

We have seen an increase in the number of disadvantaged pupils from the initial Pupil Premium statement in 2021 and subsequently the needs of these pupils have changed over time. There has been an increase in the number of pupils who have difficulties in basic maths and phonics skills due to gaps in their learning following the pandemic and pupils that are less resilient which has an impact on well being and anxiety levels. A variety of different factors (such as the cost of living crisis, trauma, parental mental health difficulties) have led to disadvantaged pupils requiring further support to close the attainment gap and we have subsequently adapted the strategy to meet their needs. Whole school CPD has been identified to ensure we can meet the needs of all pupils and specific interventions delivered to ensure early intervention. The impact of this three year plan in addressing outcomes 1,2 and 3 is evident throughout the end of KS2 assessment data with 100% of disadvantaged pupils achieving the expected standard or above in Reading, Writing, Maths and GPS. End of KS2 data continues to be well above national average (please see the table below for further information). The NCETM programme has had a positive impact on the children entering Year One, who came in with a very secure understanding of number sense with 100% achieving the Maths Early Learning Goals at the end of Reception year.

Outcome 5 was identified to tackle significant speech and language difficulties arising across school, particularly upon arrival to Reception. Private Speech and language therapy services that have been commissioned have had a great impact on the number of pupil premium children that can communicate effectively and subsequently leading to further children being discharged due to the progress made. 8 Pupil Premium children had been referred to communicate from an initial screening and 6 have since been discharged due to the progress made and the impact of such early intervention. Speech and Language remains high on the agenda for staff CPD as we continue our journey as a Communication Friendly School. The Oracy project has also raised the profile of speech, language and communication and will benefit all pupils throughout whole class teaching, especially our disadvantaged pupils.

Outcome 4 was to address Social and Emotional difficulties and the strategy has been highly effective in meeting this outcome. 9 disadvantaged pupils accessed counselling services from Newstart which had a positive impact on their well being, offering them a safe place to take part in play therapy. 9 more disadvantaged pupils accessed support from the Primary Mental Health Worker services. All classes (100% of disadvantaged pupils) throughout school accessed beach school sessions which had a positive impact on mental health and cultural capital. A wide variety of extra curricular clubs have been offered with 91% of disadvantaged pupils accessing multiple clubs across the year, allowing them to gain confidence and social skills.

Attendance for disadvantaged pupils continues to be above the national average at 96%. We continue to utilise the support of PWO to support families with children who are persistent absentees along with specific services such as counselling when emotional issues are identified as a possible reason for poor attendance.

2022/2023		Reading	Writing	Maths	GPS
KS1 (8 PP) End of KS1 Teacher Assessment	Greater Depth	0	0	0	2 (25%)
	Expected Standard	7 (87.5%)	6 (75%)	6 (75%)	5 (62.5%)
	Below age related expectation	1 (12.5%)	2 (25%)	2 (25%)	1 (12.5%)

	Pass or above -	87.5%	75%	75%	87.5%
KS2 (6 PP) End of KS2 Teacher Assessment	Greater Depth	1 (17%)	1 (17%)	2 (33%)	2 (33%)
	Expected Standard	5 (83%)	5 (83%)	4 (67%)	4 (67%)
	Below age related expectation	-	-	-	-
	Pass or above	100%	100%	100%	100%

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
Times tables rockstar	TTRS rockstars
Play Therapy/ counselling	Newstart
Reading and spelling programme	Nessy
PWO	Blackpool Council
Clicker 8	Crick software
Colourful semantics	Speech bubble
Speech and language support	Communicate (Blackpool)
Talk Boost	I CAN
Early Talk Boost	I CAN
Third Space Learning online tuition	Third space learning

Further information

Strategy planning and activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Our pupil premium strategy will be supplemented by the additional activity that is not being funded by the pupil premium strategy or recovery premium, all of which is detailed below.

Using the EEF SEL toolkit as evidence, it has highlighted the importance of early identification of SEMH needs and how important it is for staff to feel competent and fully trained to help pupils in these circumstances. All key stage two staff will be mental health first aid trained as well as two members of SLT who are already mental health leads in school. We recognise that support for and development of pupils' wellbeing and mental health is a priority. Following partial closures and issues related to COVID, it will not improve overnight which is why we have identified this as a long term priority.

By providing and planning many extra curricular activities in school including those provided by Blackpool Football club and Northern Taekwondo, we can provide our disadvantaged pupils with a wide variety of activities, skills and experiences (majority funded via Sports Premium allocation). Which consequently has a great impact on pupils' well being, learning, behaviour and life experiences. Pupils are offered subsidised visits to a residential visit to an outdoor activity centre and have a carefully planned enrichment curriculum including our embedded beach school sessions. The EEF have provided research into the benefits of outdoor adventure learning and noted progress of up to 4 months. Disadvantaged pupils will benefit from opportunities to develop team building skills, resilience, and self confidence.

As part of our teaching planned strategies, we will be focussing on developing reading for pleasure throughout school which will include resourcing the library and classrooms with Pie Corbett approved texts and books which reflect diversity. This activity aims to focus on developing reading within our school and providing disadvantaged pupils with a wide variety of high quality texts and to develop a passion for reading.

We also aim to embed more effective practice around feedback. EEF evidence demonstrates this has significant impacts on disadvantaged pupils. A whole class marking policy will be implemented and monitored regularly to review the quality of feedback and the impact it is having.

Although attendance is not an issue for our disadvantaged pupils, we continue to fund a PWO to ensure that any attendance issues are addressed as they arise. This ensures that we are highly responsive to our pupils' needs and to work alongside our families to continually strive for excellent attendance.

Planning, Implementation and Evaluation

We used a variety of high quality research to inform our current plan for Pupil premiums spending such as the EEF's implementation guidance. This guidance to develop our strategy, to diagnose our pupils' needs and to carefully plan how we would deliver the interventions using the tiered model. We referred to a host of other different research and best practices about the effective use of pupil premium spending. We have looked into research and information around the impact of the pandemic on disadvantaged pupils. Previous Pupil premium expenditure has been reviewed in light of this statement to ensure that the planned activity has the greatest impact on our disadvantaged pupils needs.

We utilised various data from a variety of sources such as observations, assessments, conversations with pupils, parents and staff. This is to ensure we target specific challenges that affect our disadvantaged pupils carefully and so that we can plan activities to meet these needs. Throughout the implementation of this plan we aim to regularly review what has been put into place and how effective it has been in addressing the needs. If needed, the plan may be adjusted in light of these reflections to ensure the best possible outcomes for our pupils.