

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	216
Proportion (%) of pupil premium eligible pupils	17%
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
Date on which it will be reviewed	October 2022
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 2020 census - 33 pupils)	£49,747.50
Recovery premium funding allocation this academic year	RP: £4785 (£145 x33) SLT: £3442.50
Pupil premium funding carried forward from previous years	£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	£57,975

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
- 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
- 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 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	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 .
2	Assessments in Maths and previous KS2 data (2019) demonstrates that fewer pupils from a disadvantaged background achieve greater depth in maths . 2019 - KS2 - 13% achieved GD compared to 31% National 2019 - EYFSP - 25% achieving Exceeding Maths GLD
3	Assessments in writing and previous KS2 data (2019) demonstrates that fewer pupils from a disadvantaged background achieved the expected standard compared to national data. 2019 KS2 - 75% achieving Expected standard compared to 83% national
4	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.
5	There has been a trend in Speech and Language difficulties for disadvantaged pupils entering school which consequently has an impact on learning, particularly Literacy.

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	Achieve or exceed national average progress scores in KS2 Maths in the next 3 academic years. Achieve or exceed national average for greater depth in Maths in the next 3 academic years. Close the Attainment gap for children achieving greater depth particularly in Maths.
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.	<p>Assessments (TalkBoost / SALT) and teacher observations will indicate significantly improved oral language skills. More pupils discharged from NHS speech and language therapy services.</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: £ 12,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a validated DFE phonics scheme	<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 validated and robust we aim to provide excellent phonics teaching for all pupils and for those in small group interventions.</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
Assistant Headteacher support for ECT in Year One to ensure high quality teaching is taking place. (18% pupils in Y1 are from a disadvantaged background) Leadership time PP lead release time	<p>85% of the current cohort are working towards the expected standard for their year group in reading.</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>Additional quality first teaching 1:1 from class 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>Release time for RH/RG to complete portfolio and support staff. (SLT training - release time 5 days x2)</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 EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. 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>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>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>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. OA funded</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>

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

Budgeted cost: £ 45,340.67

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>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>Evidence - EEF One to One tuition - EEF (+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>Lexonic teacher 1 day per week annual cost</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> Small Group Tuition - EEF. (+4)</p>	<p>2,3</p>
<p>Screen all children entering EYFS using the Welcomm assessment to ensure timely identification of needs and early intervention.</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).</p>	<p>1, 5</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>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>Nessy 5/30 pupil 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>	<p>1</p>
<p>Clicker 2/8 subscriptions are PP</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 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.</p> <p>Digital Technology - EEF</p>	<p>3</p>

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

Budgeted cost: £ 4164

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>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>	5
<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>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>	4
<p>Beach School Passport developed and resources purchased to allow most disadvantaged pupils with access to outdoor learning and first hand experiences.</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>	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 2020 to 2021 academic year.

Our internal data suggests that disadvantaged pupils performed lower than previous years in Reading, Writing, SPAG and Maths. Partial closures meant that pupils missed out on large chunks of learning in school and were not able to access targeted support as well as they would have done if pupils were present in school. Virtual home learning sessions were carefully planned and delivered to meet the needs of each class and teachers would provide pupils regular feedback. Pupils utilised technology from school when needed to access learning. Interventions were planned and delivered virtually to ensure all pupils received the highest quality of education, particularly our most disadvantaged pupils. We invested in high quality learning apps and programmes which the children could access from home such as Reading Eggs to provide high quality reading experiences and nesy to develop reading and spelling support. When school reopened, an additional teacher was employed to work with targeted groups on a one to one basis to plug any gaps which had developed due to missed learning.

Our assessments and observations have indicated that pupil well being has been impacted from the last year, due to covid related issues. We are using the pupil premium funding to ensure these are addressed this year with an additional 5 hours of newstart support. SEMH interventions took place virtually with our counsellor which was an invaluable support to our disadvantaged pupils.

Whole school attendance, including disadvantaged pupils, is closely monitored and is above national averages. Persistent absence is well below national average at 2%. Pupil welfare officers monitor any cause for concern. No disadvantaged pupils are a cause for concern.

Teacher assessments

2019/2020		Reading	Writing	Maths	GPS
KS1 (6 PP) End of KS1 Teacher Assessment	Greater Depth	2	2	1	2
	Expected Standard	1	1	2	1
	Below age related expectation	1	1	1	1
KS2 (6 PP) End of KS2 Teacher Assessment	Greater Depth	2	2	2	2
	Expected Standard	3	1	4	4
	Below age related expectation	1	3	0	0

2020/2021		Reading	Writing	Maths	GPS
KS1 (6 PP) End of KS1 Teacher Assessment	Greater Depth	1	0	0	1
	Expected Standard	1	2	2	1
	Below age related expectation	2	2	2	2
KS2 (6 PP) End of KS2 Teacher Assessment	Greater Depth	1	2	1	1
	Expected Standard	2	1	1	1
	Below age related expectation	2	3	3	3

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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

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.