

# Pupil premium strategy statement

## Westcliff Primary Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

**Key** - Black writing - 2024/2025    Blue writing - 2025/2026    Red writing - 2026/2027

### School overview

Detail	Data
Number of pupils in school	213 & 30 nursery
Proportion (%) of pupil premium eligible pupils	26.8% (57 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
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	£61126
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£61126

## 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 assessment and 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”. The impact of COVID also continues to have a significant impact on our disadvantaged pupils in terms of their academic achievement but also their wellbeing and resilience. 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. 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.

Challenge number	Detail of challenge
1	<p><b>Language development</b>- Assessments including Well Comm, observations, and discussions with children, parents and teachers have identified children whose language development is below age expected levels. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.</p> <p>Communication and Language is the largest area of need of our children with SEN and this consequently has an impact on learning, particularly with literacy.</p> <p>2024- 50% of disadvantaged pupils entered school requiring speech therapy.</p> <p>60% PP Reception did not get GLD 2024</p>
2	<p><b>Social, Emotional and Mental Health</b> - On Entry observations, Well being questionnaires and observations from staff suggest that social and emotional issues along with lower academic resilience and high anxiety levels have been identified for a growing number of vulnerable children including disadvantaged children.</p> <p>Internal observations and assessments have evidenced that providing children with wider opportunities enhances children's self-esteem, confidence and participation in lessons increasing their social and emotional skills.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p>
3	<p><b>Writing</b> - Assessments in writing and previous KS2 data (2024) demonstrates that fewer pupils from a disadvantaged background achieved the expected or greater depth standard compared to national data.</p> <p>33.3% (2/6 disadvantaged pupils) did not meet the expected standard in writing, compared with 80% non disadvantaged children) Only 16.6% of disadvantaged pupils achieved greater depth in writing compared with 28% of non PP children.</p>
4	<p>RWM - 77.4% of pupils achieved the expected standards in RWM. Of these, only 66.7% of disadvantaged pupils compared to 80% of non disadvantaged pupils.</p>
5	<p><b>High school ready</b> -Assessments, observations, and discussions with children indicate that not all of our Year 5 and Year 6 children are high school ready. Although our attainment gap between our Pupil Premium and non Pupil Premium children is small, we still feel there is still scope to close the gap even further.</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
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1. Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments (TalkBoost / SALT/WellComm) and teacher observations will indicate significantly improved oral language skills. More pupils discharged from NHS speech and language therapy services.
2. To achieve improved resilience and wellbeing for all pupils in school, and reduced anxiety levels particularly in disadvantaged pupils.	High levels of well being evident in classes / pupil surveys. All pupils complete a Wellbeing assessment with an improved score. Those identified with SEMH needs complete Boxall profile. A significant increase in the amount of disadvantaged pupils participating in enrichment / extra-curricular activities.
3. Improved attainment in writing	Improved attainment in writing for disadvantaged pupils. Achieve or exceed national average progress scores in KS2 Writing in the next 3 academic years.
4. Improved combined attainment for Y6 disadvantaged pupils	Improved attainment in RWM for disadvantaged pupils.
5. Our disadvantaged Year 6 children will be high school ready and meeting at least age expected outcomes at the end of this key stage.	Teacher assessment/ Statutory assessment Improved resilience and behaviour around school

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching - CPD to support high quality teaching. Leadership time PP lead release time Additional quality first teaching 1:1 from class teachers = 2 days per PP child per teacher	27.3% of the current Y6 cohort are classed as disadvantaged. Of these, 44.4% of disadvantaged pupils have started the year WTS in at least one core subject area (R,W,M, GPS) Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. The EEF high quality teaching research states that supporting teachers to deliver high-quality teaching is essential to	1, 3, 4, 5

	<p>achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">High Quality Teaching - EEF</a></p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p><a href="#">Using Pupil Premium - EEF</a></p>	
<p>Voice 21 Whole school Oracy training and development of oracy curriculum.</p> <p>Update ELKLAN training - communication friendly status.</p> <p>Commitment to ensuring new staff take part in the training to continue the renewal.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction. <a href="#">Improving Literacy in KS2 EEF</a></p>	1,3, 4
<p>Implement trauma informed behaviour policy alongside zones of regulation- whole school training and support for staff.</p>	<p>A consistent and whole school approach to behaviour which ensures all staff manage behaviour in an appropriate way and that all staff understand individual children's needs/influences.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p>Trauma informed behaviour policies and schools have many benefits including increased academic achievement and improved mental health. Evidence shows that this alternative approach to management of behaviour comes from ‘trauma-informed’ education where all behaviour is seen as a form of communication and an opportunity to develop self-regulation.</p> <p><a href="#">Full article: The case for trauma-informed behaviour policies</a></p>	2
<p>Apprentice TA3 &amp; additional TA2 ams supporting nursery pupils - 2&amp;3 year olds - to ensure school readiness (toilet training, S&amp;L interventions)</p>	<p>EEF Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</p> <p><a href="#">EEF Best use of teaching assistants</a></p> <p>Language is best modelled and specifically planned/targeted for children with S&amp;L needs.</p> <p><a href="#">EEF - Early Years evidence Teaching language</a></p>	1
<p>Introduction of LBQ to ensure rigorous assessment allowing staff to clearly identify gaps and to provide early intervention.</p>	<p>Embedding Formative Assessment (EFA) aims to create a culture of continuous improvement in schools by embedding formative assessment practices.</p> <p><a href="#">Embedding Formative Assessment   EEF</a></p>	3, 4
<p>Assistive technology - clicker licences purchased for the whole school. All chn including PP chn can</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</p>	3,4

<p>access assistive technology to allow them to access writing and literacy.</p>	<p>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><a href="#">Digital Technology - EEF</a></p> <p><a href="#">EEF blog: The Five-a-day approach: How the EEF can support</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,281.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 (Talk Boost, Blank Levels, SALT programmes) to narrow the gap and accelerate progress for those who need the support.</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). <a href="#">Lockdown impact on Early Years - Literacy Trust (EEF source)</a></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><b>Evidence - EEF <i>Preparing for literacy</i></b></p> <p><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><a href="#">Preparing for Literacy - EEF</a></p>	1
<p>Communicate commissioned to deliver SALT interventions with specific children and Therapists attending each term to assess and update plans.</p> <p>Interventions across the week led by TAs focus on Reception and KS1 and those in KS2 with significant need.</p>	<p>4 PP chn accessing Communicate interventions.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</p>	1
<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</p>	3,4

	and achieve higher levels of engagement which in turn will have an impact on attainment. <a href="#">Digital Technology - EEF</a>	
1:1 and small group interventions for identified needs in reading and writing  Precision Teach interventions implemented (training updated) to ensure progress is made in reading and writing. Staff trained to administer the Dyslexia Portfolio assessment to ensure needs are identified, met and relevant interventions are in place. - 8 chn accessed this so far.	Tuition targeted at specific needs and knowledge gaps in reading and writing can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups <a href="#">Teaching Assistant Interventions   EEF</a> <a href="#">Reading comprehension strategies   EEF</a>  Teacher will identify gaps in learning for individuals and explain to TAs how to teach a small group or 1:1 to address specific needs and knowledge gaps in reading and writing.  Nessy spelling and reading programmes, Precision Teach and Bounce back phonics will form part of these interventions.	3 , 4   3, 4
1:1 or small group interventions for identified needs in mathematics.  Lead first class at number TA's to train up new TA's to deliver the intervention.	Tuition targeted at specific needs and knowledge gaps in mathematical knowledge can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups <a href="#">Teaching Assistant Interventions   EEF</a>  Teacher will identify gaps in learning for individuals and explain to TAs how to teach a small group or 1:1 to address specific needs and knowledge gaps in maths. Interventions include - first class at number and specific white rose maths work.  First class at number <a href="#">1stClass@Number 1 - first trial   EEF</a>	4

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

Budgeted cost: £15,281.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor to support children who are having difficulty accessing learning through behavioural/ emotional issues.	Pupils identified as having Social and Emotional Learning (SEL) needs through well being questionnaires and observations to receive targeted interventions. 39.3 % of PP pupils identified as having needs which can be met through CAMHS, Newstart or inhouse strategies such as resilience committee/lunch club/ Family Support worker.	2

<p>Counsellor used to support 2 disadvantaged pupils (also LAC/post LAC) and available for others as needs arise.</p> <p>Support from CAMHS PMHW to support families, delivering worry workshops, attending drop ins. (Release time for family support worker and SENCO)</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 - 2.5 hrs per week x 40 £9,975)</p>	<p><b>Evidence - EEF</b></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.</p> <p><a href="#">Social and Emotional EEF</a> (+4)</p> <p>No of pupils needing SEMH support 39% of the pupil premium register assessed as needing further emotional support, including 50% of Reception disadvantaged pupils.</p> <p>Year 5 - 13 PP children - 7 of whom, are on SEMH/medical needs list</p>	
<p>Appoint family support worker for 15 hours per week to support families of PP /LAC / Previously LAC children with SEMH needs. (71% of caseload are PP) £9000</p>	<p><a href="#">Social and emotional learning   EEF</a> <a href="#">Parental engagement   EEF</a></p> <p>Research: Gottman et al (1996) – Emotion Coached children are better able to: control their impulses; delay gratification; self soothe when upset; pay attention. As a result, Emotion Coached children achieve more academically in school; are more popular; have fewer behavioural problems; have fewer infectious illnesses; are more emotionally stable; are more resilient.</p>	2, 5
<p>Beach School developed and resources purchased to allow most disadvantaged pupils with access to outdoor learning and first hand experiences.</p> <p>Enrichment Curriculum Primary Futures events- providing disadvantaged children with opportunities to find out about different careers and to develop their aspirations.</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



PALS No cost		
OPAL Playground support and equipment - purchase sensory toys, role play resources and sensory plants for beach area.		
Continued Training for all staff in Trauma informed approach To identify and train a member of staff in TI Diploma (£11k)  Behaviour policy incorporates trauma informed approach	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.  <a href="#">Improving Behaviour in Schools   EEF</a>	2

**Total budgeted cost:** £30,563 + £15,281.50 + £15,281.50 = £61126

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact of Pupil Premium Strategy Outcomes 2023-2024

We have seen another 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 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, impact of COVID) 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 the previous 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 have had early identification of needs, 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 were 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. The resilience committee provided leadership roles for pupils who need support to develop their resilience and to lead mental health strategies across the school - 60% of members of the committee were disadvantaged and all enjoyed taking on additional responsibility.

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.

2023/2024		Reading	Writing	Maths	GPS
KS1 (5 PP) End of KS1 Teacher Assessment	Greater Depth	3 (60%)	1 (20%)	1 (20%)	2 (40%)
	Expected Standard	2 (40%)	3 (60%)	3 (60%)	2 (40%)
	Below age related expectation	0	1 (20%)	1 (20%)	1 (20%)
	Pass or above -	100%	80%	80%	80%
KS2 (6 PP) End of KS2 Teacher Assessment	Greater Depth	1 (16.7%)	1 (16.7%)	2 (33%)	2 (33%)
	Expected Standard	4 (66.7%)	3 (50%)	3 (50%)	3 (50%)
	Below age related expectation	1 (16.7%)	2 (33%)	1 (16.7%)	1 (16.7%)
	Pass or above	83.3%	66.7%	83.3%	83.3%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Times tables rockstar	TTRS rockstars
Play Therapy/ counselling	New Start / Hi 5 Counselling
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



## Further information (optional)

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 a huge 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.

