

Pupil premium strategy statement

This statement details Westminster Primary Academy Blackpool's use of pupil premium to help improve the attainment of all 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.

This is a 3 year plan covering 2024-2027.

School overview

Detail	Data
School name	Westminster Primary Academy Blackpool
Number of pupils in school	412 pupils
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024,2025, 2026
Date this statement was published	Nov 24
Date on which it will be reviewed	Sept 2025
Statement authorised by	Beth Latham Headteacher
Pupil premium lead	Beth Latham
Governor / Trustee lead	All governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	426240
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	426240

Part A: Pupil premium strategy plan

Statement of intent

Westminster Primary Academy in Blackpool is determined that all of our pupils, regardless of their background or challenges, make the best possible progress and achieve high standards across all curriculum areas. We are committed to providing every child with the best possible environment for their learning. Each child is unique and has different needs, which may vary through their time in school. The core purpose of the strategy is to support our disadvantaged pupils to achieve this goal. We ensure we look at current research and evidence-based impact before making any decisions. We work with our local research school, examine EEF research and work closely with the English and Maths Hubs.

During pupil progress reviews, we review the challenges faced by our vulnerable pupils such that we can provide high quality interventions and/or support to overcome their barriers to learning. This ensures we can allocate the budget accordingly such that it has the biggest impact. We are focused on ensuring that ALL children's attainment will be maximised and work to improve outcomes for all learners and ensure opportunities are levelled and gaps closed.

The strategy starts with quality first teaching, with a focus on the areas where our disadvantaged pupils require the most support. Great teaching and careful planning can make a huge impact on the pupil's outcomes, including our non-disadvantaged pupils too. Evidence shows great teaching equates to great progress.

Our approach will be receptive to both our universal challenges as well as honed to meet individual needs. Consistent and robust diagnostic assessments will form the basis of our implementation strategies. The approaches taken by our school enhance each other to really support and help our pupils exceed.

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background and to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. We want to ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum and to develop confidence in their ability to communicate effectively in a wide range of contexts. We want to enable pupils to look after their social and emotional wellbeing and to develop resilience and access a wide range of opportunities to develop their knowledge and understanding of the world in which they live.

We ensure all our pupils, including our disadvantaged pupils, are challenged, we act early to intervene and meet the pupils needs and are rigorous to make sure all staff take responsibility for the outcomes of our disadvantaged pupils and have high expectations at all times of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate our Reception children come into school significantly behind national expectations of school readiness
2	Literacy skills in accessing the curriculum significantly below national average
3	Assessments including Baseline, lesson observations, and discussions with children, parents and teachers have identified significant numbers of 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.
4	The school serves a catchment area with two of the most deprived areas in Britain. Education is not as valued as it should be and attendance can be affected. Without support, this quickly gives rise to persistent absence which significantly impacts future attendance. The children and families have significant challenges in their social and emotional well being and behaviours for learning which can prevent them attending school.
5	The area in which the school serves has very high transience, a churn typically being between 25% and 35% of the school per year. The significant majority of children who are non-routine admittance have significant challenges both educationally (very few are at age expected levels) or pastorally (many are fleeing abuse or neglect) and require some additional support from school or other services.
6	<p>Our children do not have the same access to wider opportunities of the “average” child. There is significant external data that confirms children that are disadvantaged have reduced cultural capital opportunities which can impact negatively on children 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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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
Rapid progress of children in EYFS and KS1 to close gaps and level up with non disadvantaged peers across the country	At least 65% of children attaining GLD by the end of Reception TA in KS1 shows children attainment to be in line with national average
Improved phonics, literacy and vocabulary to reach chronological age and age expectations	Successful transition(including Non-routine admissions) to the next year, stage or phase.
Improved standards in speech and language among children	Assessments and observations evidence at least good progress towards age expected standards for all identified children
Improved attendance of all students especially disadvantaged pupils	Persistent Absence rate for disadvantaged students will be in line, or lower than national averages. Disadvantaged students will achieve, or exceed, attendance percentages in line with national averages. Increased parental engagement demonstrated through attendance at various school events.
Provision of a comprehensive experience curriculum and personal development programme.	100% of all children access a range of wider experiences in and out of school
Provision of targeted support to pupils with SEMH concerns	Reduced behaviour incidents for disadvantaged pupils Increase in attendance Increase in progress of SEND
Maximised progress and improved attainment for disadvantaged pupils across the curriculum as evidenced at key, statutory testing events	Children will make at least good progress and attain at least in line with national averages in all year groups. Milestones being Reception: 65% GLD Year 1 phonics: 82% pass KS 2 SAT: 68% combined With progress KS1- KS2 being at least +1 and good compared with other

	schools. (Not in year 24-25 as non comparable data but available 25-26 and 26-27)
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 254,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff (, HLTA, TA's) to support all year groups, especially early years such that interventions can take place in class and reduce group sizes for targeted teaching and learning</p> <p><i>HLTA x 3</i> <i>Additional TA</i></p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,5
<p>Whole school provision for social and emotional learning will be enhanced by releasing staff to access training - Supporting the Social and Emotional Needs of Children.</p> <p><i>Thrive HLTA</i> <i>Nurture groups</i></p>	<p>Extensive research and practical evidence shows that improving childhood social and emotional skills contributes to significantly improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Additionally, it improves the relationship with school and can improve behaviour for learning and attendance.</p>	4,5

<i>Mentoring</i>		
Provision of a family engagement team to support children and families SEMH including Pupil Welfare Officer (Local authority) <i>2 x Family worker</i>	Improving parental engagement is paramount when working with younger children in primary. Extensive evidence indicates supporting families and early help/early interventions improve educational outcomes for children. Ensuring we build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4,5
Recruitment of additional staff to support special needs teaching and learning. <i>SLSAS x4</i>	Westminster have always sought to provide children with appropriate support due to the context in which we work (high SEN, deprivation and Transience). We look at high pupil:adult ratios as this is shown to increase pupil attendance, engagement and performance.	1,2,3,5

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

Budgeted cost: £ 96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPL for teaching staff <i>CPD offer inc Trauma informed practice Supervision</i>	The EEF's Effective Professional Development guidance states that supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Westminster provides a CPD/CPL offer throughout the year that looks at the needs of the children and priorities and actions in the academy improvement plan and developing future senior and middle leaders.	1,2,3
Provide 1:1 and small	Interventions targeted at specific needs and knowledge gaps in core subjects (Literacy and	1,2,3,5

<p>group interventions for identified needs in reading, writing and maths. Both to address gaps caused by covid, and gaps caused by disadvantage</p> <p>TAs</p>	<p>Numeracy) can be an effective method to support low-attaining children or those falling behind, both one-to-one and in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Teachers will identify gaps in learning for individuals. CPD will be put in place and teacher will explain to TAs how to teach a small group or 1:1 to address specific needs and knowledge gaps. This allows children to reach milestones to measure small steps of progress</p>	
<p>NELI/ELKLAN speech and language support.</p> <p>Lexonic literacy support.</p>	<p>Westminster invests heavily in support of speech language and communication. Evidence of the impact of these interventions is the rapid progress made on entry into school of children towards early learning goals and the continued trajectory across school. This results in Westminster having progress in the top 20% of all schools for Reading and Maths.</p>	<p>1,2,4,5</p>
<p>Provision of technology for all children. 1:1 devices across KS2</p> <p><i>IT upgrades</i> £9000</p>	<p>Disadvantaged children have less access to functional digital devices and high-quality internet. Westminster uses PP money and the devices given by DfE during lockdown to ensure we fill this gap and ensure all children have access to a 1:1 device in KS2. In KS1, where the need and impact on learning is less impacted by digital technology, we ensure there are enough devices for learning and respond to the changing curriculum and children's individual needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1,2,3,6</p>

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

Budgeted cost: £ 76000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part-time Pupil Welfare Officer and in school Attendance Office and School Home Support (2.5 days)</p> <p><i>PWO SHS</i></p>	<p>Westminster links in with the Pupil Welfare Officer and employs their own Attendance Officer and School Home Support service (2.5 days) whose sole focus is to raise student attendance; this is achieved through a range of intervention methods including student and parent contact in school and at home. Students attendance has shown an improvement (increase of 1.7% 23-24) this can be attributed to the work of the Pupil Welfare Officer, the leadership within the academy and what the staff as a whole do, day-to-day to ensure students are in school to access the teaching and learning provision on offer.</p>	<p>4,5</p>
<p>Embed social and emotional learning across the curriculum and school based and partner based services for identified children</p> <p><i>Counsellor</i></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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Teachers will provide social and emotional learning opportunities across the curriculum. Children requiring additional support will receive counselling from our school counsellor or identified partners.</p>	<p>5</p>
<p>Resources are provided for all children to access every experience or opportunity outside of the classroom. Especially our disadvantaged children leading to increased vocabulary cultural capital and</p>	<p>Due to financial restraints, many of our children lack the experiences of their peers across the country. This results in a lack of cultural capital and as is evidenced by significant research, a significant vocabulary gap.</p> <p>https://www.headteacher-update.com/best-practice-article/how-to-close-the-vocabulary-gap/213095/</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6 leading to improved 1,2,3</p>

<p>social and emotional skills.</p> <p><i>Engagement resources plus additional music and sports coach/teachers</i></p>	<p>Internal observations and assessments have evidenced that providing children with wider opportunities enhances children’s self-esteem, confidence and participation in lessons enabling the children to increase their social and emotional skills.</p> <p>Examples of how the money will be used include funding all trips, purchase of PE kits for all children, provision of instruments and of transport for all activities.</p>	
<p>Provision of support for children with SEMH.</p> <p><i>Thrive provision EP support and advice.</i></p>	<p>Research shows that children need a variety of support in teaching and learning at different times in their journey through primary. Westminster work hard to ensure they are fully inclusive and have worked extensively with Educational Diversity and other partners to ensure the provision and environment matches all learners needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	4,5

Total budgeted cost: £ 426.240

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The IDSR suggests that all Pupil Premium data at the end of KS2, with the exclusion of writing, is at least in line with the country as a whole. IDSR data shows Westminster primary achieving just below national averages for attainment and above average for progress for reading and maths. This shows the positive impact of interventions and spend of Pupil premium monies

Westminster Academy's teacher assessment data indicates that our disadvantaged children have progressed at a slower rate than in previous (pre-pandemic) years in Reading, Writing, SPAG and Maths. This is inline with our non-disadvantaged too.

Internal and external data does show our main focus for improvement should be in Writing. Which brings along with it the concrete links to Speech, Language and reading.

We have employed extra Teachers and TA's to work with targeted groups on a one to one and small group basis to start to address gaps in learning.

Our pupil surveys, Boxall assessments and observations have indicated that pupil well being has still been impacted from recent years' events including the cost of living crisis. With parents having even less income to spend on activities. We have used the pupil premium funding to ensure these are addressed this year with a school counsellor and Healthy Heads coaching.

EYFS	<p>Improve attainment for disadvantaged pupils with a focus on the following areas:</p> <ul style="list-style-type: none"> Listening and attention Speaking Reading Writing 	<p>The attainment gap between disadvantaged pupils and other pupils internally has closed.</p> <p><i>IMPACT – From baseline data 0% of the disadvantaged children were predicted to achieve GLD.32.4% of the disadvantaged group achieved GLD showing measurable impact of the attainment of this group.</i></p>
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KS 1	Improve attainment of the middle prior attainment group in reading.	<p>KS1 - PP Middle Ability Readers beginning DC1 to DC3. PP children who were working towards either 2 or 3. 2/6 made accelerated progress in regards to their DC levels. The rest made smaller steps of progress on phonics tracker / benchmark.</p> <p>PP children who were working at 4. 2/11 made accelerated progress in regards to their DC levels. The rest made smaller steps of progress on phonics tracker / benchmark.</p>
KS 2	<p>Improve attainment at the higher level (above expected).</p> <p>Improve pupil attainment in English grammar, punctuation and spelling.</p>	<p><i>R 32% (30% in 22/23)</i></p> <p><i>W 1.7% (0%in 22/23)</i></p> <p><i>M 25% (21% in 22/23)</i></p> <p><i>W 61% (58 in 22/23) R 73% (75% in 22/23)</i></p> <p><i>Spag 72% (no change from 22/23)</i></p> <p><i>Writing still area of development despite a slight improvement</i></p>
Overall	Improve attendance of disadvantaged pupils.	<p>Absence will decrease from baseline 2017 of 4.8% and attendance will be higher than 95%</p> <p><i>IMPACT: 3.2 % 3.8% authorised (23/24) Throughout the year a stronger focus has been put onto attendance with staff attending attendance hubs, analysis of groups targeted support. Initial impact is showing Autumn term 1 24 Current attendance 95.4 overall absence = 4.6% absence</i></p>

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
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Healthy Heads R-Yr6	Healthy Heads education

Service pupil premium funding N/A