

Pupil premium strategy statement

This statement details Westminster Primary Academy Blackpool's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) to help improve the attainment of our all our disadvantaged pupils (and pupils affected by the pandemic).

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	Westminster Primary Academy Blackpool
Number of pupils in school	387 pupils
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Roger Farley Headteacher
Pupil premium lead	Roger Farley
Governor / Trustee lead	All governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	386,015
Recovery premium funding allocation this academic year	41,615
NTP School Led allocation	30,780 (this pays for 75% of the Tutoring, school need to find the additional 25% - therefore £10,260 will need to be found from school to take advantage of all this funding to avoid claw bac)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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	458,410

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 closely with our local research school, examine EEF research and work closely with the English and Maths Hubs and the Teaching School Hub.

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 to 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 (specifically reading) skills in accessing the curriculum significantly below national average
3	Assessments including Baseline, CEM, 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 over 30% 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	Increase from 10% school ready on entry to at least 65% by the end of Reception KS1 results would show at least 65% of children meet at least expected standards
Improved phonics, literacy and vocabulary to reach chronological age and age expectations	Successful transition into school (transient children) 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 home visits log.
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 1 SAT: 65% combined KS 2 SAT: 68% combined

	With progress KS1- KS2 being at least +1 and good compared with other schools.
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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: £ 260,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff (Teachers, 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	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	1,2,3,5
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.	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Additionally, it improves the relationship with school and can improve behaviour for learning and attendance.	4,5
Provision of a family engagement	Improving parental engagement is paramount when working with younger children in primary. Extensive evidence indicates supporting families and early	4,5

<p>team to support children and families SEMH including Pupil Welfare Officer (Local authority)</p>	<p>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.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Recruitment of additional staff to support special needs teaching and learning.</p>	<p>Westminster have always sought to provide children with tutors and mentors due to the context in which we work (high SEN, deprivation and Transience). Additional to the NTP pillars we look at high pupil:adult ratios as this is shown to increase pupil attendance, engagement and performance.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPL for teaching staff</p>	<p>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.</p>	<p>1,2,3</p>
<p>Exploit the opportunities provided by NTP pillars 1,2, 3 (Mentor,</p>	<p>Tuition 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:</p>	<p>1,2,3,4,5</p>

<p>Tutoring and School led tutoring) for identified children across school, including disadvantaged children.</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Provide 1:1 and small group interventions for identified needs in reading, writing and math. Both to address gaps caused by covid, and gaps caused by disadvantage</p>	<p>Tuition targeted at specific needs and knowledge gaps in core subjects (Literacy and 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>Teacher 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. Virtual, computer based support will supplement TA and Teacher interventions.</p>	<p>1,2,3,5</p>
<p>NELI/ELKLAN speech and language support. 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>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: £ 92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-time Pupil Welfare Officer and in school Attendance Office and School Home Support (2.5 days)	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 outside of the COVID-19 pandemic and 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.	4,5
Embed social and emotional learning across the curriculum and school based and partner based (e.g. Trinity) counselling service for identified children	<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>	5
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	<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>	6 leading to improved 1,2,3

<p>capital and social and emotional skills.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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, purchase of Zoo, and Merlin passes and provision of transport for all activities.</p>	
<p>Provision of support for children with SEMH.</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>	<p>4,5</p>

Total budgeted cost: £ 459,000

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 2020 to 2021 academic year.

Westminster Academies teacher assessment data indicates that our disadvantaged children have progressed at a lower rate than in previous years in Reading, Writing, SPAG and Maths.

Many partial closures and children and families who had to isolate, meant that many children have missed out on much of their learning in school. They were not able to access the interventions and targeted support as they would have done if they were present in school.

Our remote learning offer was comprehensive and did its best to supplement the offer within school for the more vulnerable children. Our remote, home learning offer was carefully planned and delivered to meet the needs of families and children. Teachers would provide daily feedback and input to assist children and families, producing videos for children and parents on how to access the curriculum. We sent home pens and pencils and paper to support learning. For those children unable to access online, we sent home activities and workbooks to support the learning that was available online.

We were able to deploy over 150 devices at short notice to supplement learning. School also assisted in providing basics such as fuel and food vouchers and ensuring, wherever possible, families had access to broadband. During the pandemic, school was able to deliver food to houses weekly and ensure welfare checks were carried out at least weekly on all children and families.

Despite best efforts, engagement with online learning was poor. Many families struggled to access learning due to pressures in the home. This could be due to having a number of children at different ages who needed access via one or two devices and slow broadband, or to the fact that, you can't replace 6 hours of quality teaching and learning and social interactions a day sat at home on a laptop.

When we re-opened, we were quick to assess and use catch-up premiums, utilise NTP and other programmes to support the recovery. We have employed extra Teachers and TA's to work with targeted groups one to one and small group basis to start to address gaps in learning.

Our pupil surveys, GL 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 a counsellor and coach. SEMH interventions have occurred place virtually with our counsellor which was an invaluable

support to our disadvantaged pupils. A summary of the areas we intended to target is below. But all areas have been severely impacted due to the global pandemic.

EYFS	<p>Improve attainment for disadvantaged pupils with a focus on the following areas:</p> <p>Listening and attention</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>The attainment gap between disadvantaged pupils and other pupils nationally will improve from the CEM baseline of 12% children at age expectations to approach national averages for children attaining GLD</p> <p><i>IMPACT – TA data would show that the number of children at age expected was 40% showing a significant improvement on the baseline on entry of 12%, however, a “normal” year would see us approaching National Averages of around 65%</i></p>
KS 1	<p>Improve attainment at the higher level (achieving greater depth).</p> <p>Improve attainment of the middle prior attainment group in reading.</p>	<p><i>The impact on attainment and progress has been by the pandemic. Current Teacher Assessment would suggest that progress and attainment is around 20% below where we would expect at 45% combined.</i></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>The impact on learning in KS2 has been slightly less at around 15% below where we would expect. The number of children at age expected was 52%. Experience of calculating progress would indicate all areas would be positive in comparison with other schools from KS1.</i></p>
Overall	<p>Improve attendance of disadvantaged pupils.</p>	<p>Absence will decrease from baseline 2017 of 4.8% and attendance will be higher than 95%.</p> <p><i>IMPACT: Attendance, just prior to covid was 94.38 since then, we have ensured a consistent push towards reducing PA and encouraging our more vulnerable children into school. During the pandemic, we had around 50% of vulnerable children in (160+ children in school) which was amongst the highest in</i></p>

		<i>the country. We continue to target attendance and have employed specialists (PWO, SHS) to assist.</i>
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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
Third Space Learning - virtual 1:1 tuition	Third Space Learning
Bookmark reading partners (virtual)	Bookmark (charity)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting service children with access to all school trips. Additional support in class for 1:1 sessions
What was the impact of that spending on service pupil premium eligible pupils?	100% of our service children made at least good progress.