



Westbourne
Primary School

Pupil Premium Strategy Statement

2020 – 2021

School overview

Metric	Data
School name	Westbourne Primary School
Pupils in school	415
Proportion of disadvantaged pupils	126 (30%)
Pupil premium allocation this academic year	£166,320
Covid-19 Catch up premium	£30,240
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021 (Interim review February 2021)
Statement authorised by	M Atkinson / R Cusdin
Pupil premium lead	R Cusdin

Disadvantaged pupil progress scores for 2019*

*There are no results from 2020 due to Covid-19

Measure	Score
Reading	-0.4%
Writing	+0.5%
Maths	0.6%

Measure	Score
Meeting expected standard at KS2	74%
Achieving high standard at KS2	12%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	KS2 Pupils to achieve FFT targets set in September 2020.	July 2021
Progress in Writing		
Progress in Mathematics		
Phonics	School to reach national expectations at Year 1 and Year 2.	July 2021
Other	Improve attendance of disadvantaged pupils to school target of 96%	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve end of KS2 results so that pupils meet end of year targets
Priority 2	Pupils in Year 1 and Year 2 meet the expected standard in phonics
What barriers to learning do these two priorities address?	School has a cohesive, engaging, well planned curriculum that is understood and delivered by all staff. Assessment is highly effective and used productively.
Projected spending	£132,740

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Training for staff e.g. Maths Hub, Commando Jo's and NowPressPlay. Visits and visitors planned to support curriculum. Additional time for counsellor, art therapy and outdoor learning. Science lab development to increase enrichment.
Priority 2	Training for staff and specific intervention training e.g. Nelly for support staff. Group and individual phonics interventions by Teacher and TA. Additional DHT release time to support teaching and learning.
What barriers to learning do these two priorities address?	Address missed learning time due to Covid-19
Projected spending	£ 34,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance staff to support families. Breakfast Club developed to support wider range of families. Support from specialist services e.g. cognition and learning, behaviour support. Purchase computers to develop a computer suite in school to enable home learning and improved computing curriculum.
Priority 2	

What barriers to learning do these two priorities address?	Improvements to attendance and access to additional services.
Projected spending	£36,230

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, twilights and additional cover being provided by senior leaders
Targeted support	There is enough planned time with support staff to evaluate and plan future sessions.	Time before and after school to be used productively. Training and evaluation to take place during the day.
Wider strategies	Covid-19 affecting attendance at school and reduced opportunity to meet parents.	Meet with parents virtually as needed. Continue to work with families as situation develops drawing on local and national guidance.

Review: last year's aims and outcomes

Due to Covid-19 there were no end of year assessments.