



**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
Meeting expected standard at KS2	74%
Achieving high standard at KS2	12%
Measure	Score
Reading	-0.4%
Writing	+0.5%
Maths	0.6%

## 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	Evaluation (Summer 2021)
Priority 1	Improve end of KS2 results so that pupils meet end of year targets.	Combined ARE 52%. Data broadly shows many pupils, (including disadvantaged pupils) have failed to reach end of year targets due to interruptions in their education as a result of COVID-19. Classes have closed, learning has taken place remotely and disadvantaged children have been telephoned regularly to ensure engagement. Despite staff best efforts this priority has not been met.
Priority 2	Pupils in Year 1 and Year 2 meet the expected standard in phonics	Y1 = 40%, Y2 = 64% Staffing has been utilised in early morning catch up groups to reduce the number of pupils below the expected standard in phonics. Progress is being made to reduce the gap to existing National average.
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.	The curriculum at Westbourne is a real strength. It is engaging and challenging to all pupils including disadvantaged. Tiered systems of challenge allow all pupils of all abilities to access learning and be challenged to excel within lessons. Assessment is accurate in identifying gaps in learning and staff and leaders have identified 'focus' groups of children who are invited into school for short burst lessons on KPI's to backfill gaps in learning. This supports disadvantaged pupils.
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	Evaluation (Summer 2021)
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.	Staff training has been widespread and varied to enable staff to fully support the curriculum and its delivery. School has a cohesive, engaging, well planned curriculum that is understood and delivered by all staff. Assessment is highly effective and used productively. This has been externally validated through Trust leaders' visits.
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.	'Focus' groups were established and support pupils from disadvantaged backgrounds to make up lost progress from the start of the year. These have been facilitated by TA's Teachers and Senior leaders alike. The impact of these sessions has been high and can be evidenced through the pupils' books.

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	Evaluation (Summer 2021)
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.	Attendance teams have improved attendance of pupil premium children from 83.7% in September 2020 to 92.9% in July 2021. Breakfast club have had families of pupils in school to support this attendance. Other teams of professionals including SEND, SEMH and a school councillor have supported pupils from disadvantaged backgrounds both to attend school and access learning. Computers have been obtained so that pupils working from home and in isolation can access learning so as to negate the gap in learning and progress.
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.