

Westbourne Primary School

Pupil Premium Strategy Statement 2021 - 22

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Westbourne
Primary School

Summary Information

Academic Year	2021-22	Total PP Budget	£168,125	Date of internal strategy review
		Tuition Grant	£15,225	
		Total additional spend	£183,350	
Total number of Pupils	387	Number of eligible Pupils for PP	125 (33%)	February 2021
		Service Pupils	0	

Rationale

At Westbourne Primary School we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils. We have combined additional Covid recovery funds, together with our Pupil Premium funding, to ensure the maximum impact of the funding streams on our pupils can be recognised.

At Westbourne Primary School we see raising the attainment of disadvantaged children as part of our commitment to helping all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence

Barriers to Learning- What are the most prevalent issues which can affect rates of progress and levels of achievement within our school?		
In-School Barriers		Desired Outcomes
1	Over time the attainment and progress of Pupil Premium children (including high ability) at the end of Key Stage 1 is not always as good as or better than their Non-Pupil Premium peers. A variety of reasons affect attainment and progress including: learning behaviours e.g. lack of resilience, less parental support e.g. homework not being completed at home on time and misconceptions within learning. This prevents sustained high achievement.	High levels of support from school and home for those pupils eligible for Pupil Premium within Key Stage 1 so that they make accelerated rates of progress as a result of quality first teaching and targeted intervention.
2	Pupil Premium children in Key Stage 2 are not achieving expected outcomes within English at the end of Year 6 in line with their Non-Pupil Premium peers.	closely monitor expectations across KS2 and ensure Pupil Premium children are achieving expected outcomes in English at the end of Year 5 and Year 6 through quality first learning experiences and additional support structures.
3	Those Pupil Premium children with low prior attainment do not always make as much progress as other low attaining pupils because their vocabulary and language is underdeveloped, resulting in gaps in their learning across the curriculum.	Targeted intervention ensures improvement in language development and vocabulary so that all pupils can access the curriculum.
4	A higher proportion of Pupil Premium children are identified as having multi barriers to learning e.g. SEND than other pupils, consequently they have range of needs which require extra focused support	Those on SEND register and vulnerable register to make strong progress from starting points.
External Barriers		Desired Outcomes
1	Financial constraints can provide limited life experiences and opportunities with limited access to extracurricular activities.	Experiences for Pupil Premium children will be enhanced through a rich and varied curriculum subsidised by the Pupil Premium Grant to ensure equality of access. All pupils in school have high aspirations for themselves and reach their full potential irrespective of any barriers
2	Emotional and mental health well-being needs impact on outcomes for pupils due to long-term school closures in 2019-2020 due to the COVID-19 pandemic.	Children and parents are supported to improve wellbeing throughout the academic year to ensure any gaps in learning and misconceptions are addressed. Parental and school concerns that have emerged during school closures are addressed in a timely manner for the benefit of our whole school learning community.

3	Attendance for a significant number of pupils eligible for Pupil Premium is below national. This reduces their school hours and impacts on their achievement	All Pupil Premium pupils to achieve an attendance above 96% at the end of the academic year
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How do we address these issues within our school?

Westbourne is committed to raising achievements for all pupils who are eligible for Pupil Premium and is determined to ensure through targeted support and whole school strategies that these children make accelerated progress and support them to achieve the highest outcomes possible. At Westbourne a robust cycle of monitoring, assessing, target setting and reviewing is used to inform pupil progress and enable the early identification of need and the planning of appropriate interventions in order to raise attainment and diminish the difference between our Pupil Premium pupils and other Non-Pupil Premium nationally.

Sutton Trust Toolkit to Improve Learning Summary overview.

Below is a summary from the Sutton Trust study which compares the effectiveness of different kinds of expenditure to improve learning. This tool can be used as a reference to support planned expenditure to narrow the gap most effectively.

Approach	Potential gain	Cost	Overall cost benefit
Effective feedback	+9 months	££	Very high impact for low cost
Meta cognition & self regulation strategies	+8 months	££	High impact for low cost
Peer tutoring/peer assisted learning	+6 months	££	High impact for low cost
Early intervention	+6 months	£££££	High impact for very high cost
One to one tutoring	+5 months	£££££	Moderate impact for very high cost
Homework	+5 months	£	Moderate impact for very low cost
ICT	+4 months	££££	Moderate impact for high cost
Assessment for learning	+3 months	££	Moderate impact for moderate cost
Parental involvement	+3 months	£££	Moderate impact for moderate cost
Sports participation	+3 months	£££	Moderate impact for moderate cost
Summer Schools	+3 months	£££	Moderate impact for moderate cost
Reducing class size	+3 months	£££££	Low impact for very high cost
After school programmes	+2 months	££££	Low impact for moderate cost
Individualised instruction	+2 months	££	Low impact for low cost
Learning styles	+2 months	£	Low impact, low or no cost
Arts participation	+1 month	££	Very low impact for moderate cost
Performance pay	+0 months	£££	Very low/no impact for moderate cost
Teaching assistants	+0 months	££££	Very low/no impact for high cost
Ability grouping ±	±1 month	£	Very low or negative impact for very low or no cost
Block scheduling and timetabling (sec)	±1 month	£	Very low or negative impact for very low or no cost
School uniforms	±1 month	£	Very low or negative impact for very low or no cost

Planned Expenditure		£45,400			
Internal Barriers					
1. Pupil Premium children achieving age related expectations in reading and writing at the end of Key Stage 1 will closely match that of Non-Pupil Premium children.					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation
<p>Children who have fallen behind during school closures will regain confidence and gaps will be closed.</p> <p>The school's systematic phonics approach will explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence.</p> <p>Children receive a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This will include active engagement with different media and</p>	<p>Effectively embed the schools systematic phonics programme.</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skill.</p> <p>Teach pupils to use strategies for developing and monitoring their reading comprehension.</p>	<p>The EEF Toolkit Report – 'Improving Literacy in KS1' indicates that evidence for including a combination of both decoding and comprehension-led approaches in teaching reading is extensive. There is little evidence regarding precisely how these approaches should be integrated, or exactly which skills should be taught and when.</p>	<p>Develop and enhance the phonics programme across KS1 and align with reading books.</p> <p>Embed the reading scheme across all year groups to increase reading for pleasure and exposure to a wider range of text type and vocabulary.</p> <p>Provide copies of key texts which have been carefully chosen to expose children to a variety of rich vocabulary and are liked the curriculum.</p> <p>Staff training: including phonics, using of the reading scheme and modelling of vocabulary and high quality language implemented across the school.</p> <p>Release of the English coordinator 0.5 to develop teaching.</p> <p>Develop and enhance the library through purchased reading resources.</p> <p>Enhanced staffing in KS1 with two school direct trainees.</p>	<p>English Leader</p> <p>KS1 Leader</p>	<p>February 2022</p>

<p>genres of texts and a wide range of content topics</p> <p>Teachers will introduce the skills of prediction, questioning, clarifying, summarising, inference and activating prior knowledge and use modelling and structured support highly effectively.</p>		<p>However, as a school our redesign of our progressive curriculum will focus on the development of early reading opportunities across KS1 and LKS2.</p> <p>Research shows that by the age of seven, the gap for vocabulary between pupil premium pupils and their peers can be as many as 3,000 words. By improving pupils' knowledge and understanding of words, comprehension of more complex texts becomes possible and writing becomes richer.</p>	<p>Analyse reading results to identify pupils who may need additional support and establish small group phonic interventions for all pupils in Year 2 and 3 who are falling behind age-related expectations. Run morning and after school additional sessions focussed on this area.</p> <p>Ensure identification of target pupils is rigorously tracked and monitored – PP pupils are set challenging targets which are agreed by SLT so that disadvantaged reading outcomes at KS1 increases each year.</p> <p>IRIS used to develop teaching quality</p> <p>Implement provision mapping tool, with a particular focus on PP and SEND pupils to ensure effective staff delivery so that progress is monitored and acted upon each half term through data analysis, planning meetings, book scrutines and moderation and pupil progress meetings.</p> <p>Implementation of feedback and feedforward to be embedded across the whole school to ensure accurate AfL strategies.</p> <p>Staff training on effective strategies for teaching guided reading across the school and how to correctly ask the correct types of questions.</p> <p>Set up peer teaching of reading.</p>		
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Planned Expenditure		£43,107			
Internal Barriers					
2. Pupil Premium children achieving age related expectations in reading and writing at the end of Key Stage 2 will closely match that of Non-Pupil Premium children.					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation
<p>Children who have fallen behind during school closures will regain confidence and gaps will be closed.</p> <p>Higher rates of progress and outcomes for PP children within reading and writing with a particular focus on Year 5 and 6 children.</p> <p>Use of assessment is highly effective ensuring that it builds on pupils' existing knowledge and understanding.</p> <p>All pupils are taught effective strategies</p>	<p>Mentor and coach pupils on a 1:1 basis through pre-teaching and post-teaching equipping them with skills and strategies enabling them to access learning and experience success.</p> <p>Small group before school booster interventions implemented by high quality teaching staff.</p>	<p>The EEF Toolkit 'Improving Literacy in Key Stage 2' indicates the positive impact that targeted academic support can have on children who are not making strong progress across the spectrum of achievement.</p> <p>Targeted interventions matched to specific children with particular needs and linking structured one-to-one intervention to classroom teaching is an effective component of Pupil Premium strategies.</p>	<p>Continuing Professional Development (CPD) opportunities will be provided through English Hub, school and Trust staff with a specific focus on reading strategies and interventions.</p> <p>Release of the English coordinator 0.5 to develop teaching.</p> <p>Enhanced staffing in KS1 with two school direct trainees.</p> <p>Ensure identification of target pupils is rigorously tracked and monitored – PP pupils are set challenging targets which are agreed by SLT so that disadvantaged English outcomes increases each year, with a particular focus on Years 5 and 6.</p> <p>Analyse assessment results to identify pupils who may need additional support – target for pre/post school sessions before and after school.</p> <p>Implement provision mapping tool to ensure effective staff delivery so that progress is</p>	<p>English Leader</p> <p>UKS2 Leader</p>	<p>February 2022</p>

<p>for reading and writing.</p> <p>All pupils develop a rich desire for reading for pleasure</p>			<p>monitored and acted upon each half term through data analysis, planning meetings, book scrutines and moderation and pupil progress meetings.</p> <p>IRIS used to develop teaching quality.</p> <p>Additional adults and resources to be targeted specifically to support areas of need in KS2 including additional adult to lead booster/intervention sessions.</p> <p>Implementation of feedback and feedforward to be embedded across the whole school to ensure accurate AfL strategies.</p> <p>Experienced and effective Maths teacher (SLT member) to be used for tutoring/additional teaching sessions to ensure gaps within knowledge and understanding are addressed.</p>		
<p>Maintain progress for Year 6 PP pupils over the Easter holidays.</p>		<p>The EEF Toolkit indicates the positive impact that targeted academic support can have on children who are not making strong progress across the spectrum of achievement.</p> <p>Targeted interventions through the programme have demonstrated positive outcomes for identified pupils.</p>	<p>Engagement with parents and pupils before Easter school begins to ensure good attendance.</p> <p>Implementation of high quality teaching support is implemented throughout the Easter holiday with a particular focus on disadvantaged pupils.</p>	<p>UKS2 Leader</p>	<p>April/May 2022</p>

Planned Expenditure		£17,638			
Internal Barriers					
3. Ensure Pupil Premium pupils' language and vocabulary is developed and sustained.					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation
<p>children who have fallen behind during school closures will regain confidence and gaps will be closed.</p> <p>Improved progress for disadvantaged pupils with a particular focus on language and vocabulary.</p> <p>Extension and enrichment activities raise the aspirations and opportunities for pupils.</p>	<p>CPD opportunities for staff on language development across the curriculum.</p> <p>Re-evaluation of the English curriculum to ensure that all staff are exceptionally knowledgeable about the teaching of progressive skills.</p> <p>Provide small group quality specialist teacher led interventions for children where language acquisition is not on track.</p>	<p>The EEF Toolkit 'Improving English in Key Stage 2' identifies that leaving school with a good GCSE in English is a prerequisite for progressing into quality jobs, apprenticeships, and further education. The skills we learn at school also help us with everyday life. Yet too many of our young people do not make the grade and, as a result, risk social and economic exclusion.</p> <p>As a school we recognise the need for our high ability pupils eligible for PP to achieve depth and fluency across a range of subjects. We want to ensure that PP pupils can achieve high attainment and we want to train staff in effective practices to provide challenge and encouragement for these identified pupils.</p> <p>As a school we want to encourage children to think about the next steps of their educational journey to secondary school and beyond and to</p>	<p>Review the way that the school develops language and vocabulary.</p> <p>Continuing Professional Development (CPD) opportunities will be provided through English hub, school and Trust staff.</p> <p>Embed speech and language interventions as required following on from pupil progress meetings.</p> <p>Interventions are planned by staff and implemented to ensure pupils are making accelerated progress. LoLs to attend planning meetings weekly to evaluate specific interventions for PP pupils.</p> <p>Support staff to be identified as a key worker for identified PP pupil not making strong progress and implement appropriate strategies to accelerate progress.</p> <p>Careers week reintroduced together with regular assembly visitors.</p>	<p>English Leader</p> <p>Deputy Head</p>	<p>February 2022</p>

		raise aspirations for different career paths through the careers weeks and access to a whole host of wide and varied experiences.	Develop the schools wider curriculum offer e.g. forest and farm schools to give pupils a broader range of experiences to talk and rehearse language.		July 2022
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Planned Expenditure		£33.612			
Internal Barriers					
4. Enhance the progress, outcomes and aspirations for Pupil Premium pupils identified with multi-barriers to learning which in turn increases their self-esteem and enhances higher aspirations.					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation
Provide a Curriculum which enables pupils to make the transition back into education after gaps in learning due to COVID-19. Pupil attendance will be at least in line with September 2019.	Staff training: PSHE, Achieved it programme and linked to specific experiences (NowPressPlay, literacy shed etc) A curriculum is implemented to ensure emotional well-being and readiness to learn.	Pupils may be reluctant to return to learning after such a prolonged break. They will need support to return to healthy routines and to manage anxieties. (DFE guidance)	Pupil voice surveys implemented during Autumn term to aid development planning. Enquiry based curriculum heavily focused on PSE curriculum for the Autumn Term. Relaunch of Achieved It Programme Wellbeing survey twice during the year Pupil and Parent voice. Pupil wellbeing drop-ins every half term implemented.	SLT	February 2022
prove the self-esteem, social skills and emotional needs of pupils leading to increased confidence and attainment within the learning environment.	Provide dedicated therapy time (Lego therapy, time to talk, counsellor etc) to help build pupils emotional development. Clear protocols in place ensuring pupils are referred appropriately. Regular opportunities for counsellor and staff to feedback to relevant staff and parents through the schools pastoral systems.	Play is incredibly important for a child's development – helping to shape key social, creative, language, emotional, cognitive and physical processes. As a result, play therapy can help children in a variety of ways and provides opportunities for children to express	Half termly implementation of pupil progress meeting and weekly SLT meetings focused on identifying the needs of PP pupils with multi-barriers to learning. Teachers and parents are aware of the referral process for counselling to ensure timely intervention and support. Weekly reviews with Inclusion Manager to discuss case progress and further interventions needed.	Inclusion Manager	December 2021 April 2022 July 2022

	<p>Engage with LA cognition and learning and behaviour support.</p> <p>Work with an independent SEND consultant on identified pupil cases.</p>	<p>their feelings and promote resilience and confidence which can be transferred into their learning experiences.</p>			
<p>Class based interventions are impacting positively on all pupils, especially SEND and disadvantaged pupils, using support plans and strategic provision mapping tools for specific pupils.</p>	<p>Provide a strong emphasis on ensuring all disadvantaged pupils with SEND receive high quality teaching; responsive on-going formative assessment to ensure disadvantaged SEND pupils make strong progress.</p> <p>Interventions are additional to the entitlement to high quality teaching; teachers retain accountability for pupil achievement.</p> <p>Provision mapping is used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.</p>	<p>Pupils need to be fit and ready to learn within the school and the wider community. Research indicates that addressing children's social, emotional and learning needs is a key step to improving academic outcomes for pupils.</p>	<p>12 hours CPD provided for all staff delivered by specialist advisors linked to key areas of need e.g. autism, dyslexia, communication and interaction.</p> <p>Provide families with practical support and signposting to services available (parenting support, crisis support and SEND support)</p> <p>Introduce SEND parents coffee mornings led by professionals.</p> <p>Review provision of SEND resources which can be used at home and in Target Time to enhance pupils learning within the school and home setting</p> <p>Art, garden and sports therapy provided for key PP pupils with clear targets.</p>	<p>Inclusion Manager</p>	<p>February 2022</p>

Planned Expenditure		£29,530			
External Barriers					
1. Experiences for Pupil Premium children will be enhanced through a rich and varied curriculum subsidised by the Pupil Premium Grant to ensure equality of access and ensuring high aspirations and the reaching of their full potential.					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation
<p>Ensure all children are focused and engaged in their learning experiences.</p> <p>Ensure all pupils have equal access to learning experiences beyond the school day.</p> <p>Social skills are developed through participation in a range of activities by the school and external providers</p>	<p>Subsidise breakfast club provision to ensure PP pupils are in school and ready to learn.</p> <p>Subsidise educational visits and residential providing PP children access to enrichment activities.</p> <p>Provide uniform vouchers to pupils eligible for pupil premium</p>	<p>Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach (Cardiff University, 2015)</p> <p>Pupils need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children’s social and emotional needs is a key step to improving academic outcomes for pupils.</p>	<p>Termly analysis of the number of pupils who have taken part in activities.</p> <p>Teachers are aware of funding available – can approach parents if appropriate.</p> <p>Pupils to access the music tuition programme and learn to play a variety of instruments including brass and drumming through whole group or individual tuition.</p> <p>All pupils to participate in wide ranging visits and visitor activities</p> <p>Develop a Westbourne farm</p> <p>Forest school tutor 1 day per week for the academic year.</p> <p>Support families where their poor financial circumstances provide a barrier to a pupil’s learning. Support could be provided through signposting to services such as a Foodbank or Citizen’s Advice.</p> <p>Continue to supplement the give and take pantry.</p>	SLT	February 2022

			Clubs carefully designed to allow all children the opportunity to take part in these safely whilst adhering to guidelines relating to Covid19.		
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Planned Expenditure		£4,500			
External Barriers					
2. To embed a highly effective programme of parental engagement and mental health support programmes to ensure outcomes for disadvantaged pupils and their families are enhanced.					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation
<p>Increased parental engagement in disadvantaged pupils educational development.</p> <p>Disadvantaged pupils have a detailed knowledge and skills across the curriculum to ensure they achieve well.</p> <p>Staff provide strong information about children's progress across the curriculum so that all disadvantaged pupil families understand how to support their child at home with a particular focus on reading and helping their child learn to read.</p> <p>Parental concerns that have emerged during</p>	<p>Community resource manager and parental involvement worker support pupils and families and follow up on issues and concerns.</p> <p>Review of Family Learning programmes both within and beyond the school day to ensure a thorough understanding of the approaches to learning within the school, with a particular focus on virtual learning experiences.</p> <p>Work with Mental Health Practitioner Team to support families and pupils.</p>	<p>Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood. We believe family learning also provides a range of benefits for parents and children including improvements in reading, writing and maths as well as greater parental confidence in helping their child at home. During recent school closures learning from home has helped parents understand the needs of their child and they are asking for help. The school recognises that the current research base is widening nationally as the evidence of long-term effects post lockdown and parental support will require adaptation and fluidity.</p>	<p>Separate meetings with Phase Leaders and targeted parents to outline support at home and school.</p> <p>Signpost specific parents to support through the MHP and EH.</p> <p>Signpost specific parents to support through virtual meetings and forums.</p> <p>Phase staff to plan in termly parent sessions to provide guidance on how to support children with a particular focus on the needs of disadvantaged children within the Spring Term..</p> <p>Implement family learning events across the school with a particular focus on disadvantaged families.</p>	<p>LoLs</p> <p>Community resource staff</p>	<p>February 2021</p>

school closures are fully supported and addressed by all school staff.			Meetings with key children's parents to reinforce the homework expectations.		
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Planned Expenditure		£11,200			
External Barriers					
3. Enhance the attendance of our disadvantaged pupils throughout the academic year to ensure target pupils have an attendance above 96%					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation
<p>Higher rates of attendance for PP and FSM pupils in line with all pupils within school and nationally with all disadvantaged pupils achieving an attendance above 96% at the end of the academic year.</p> <p>Parents are aware of why it is important for children to attend school regularly</p>	<p>Monitor attendance data to identify trends – implement 1:1 tutoring for pupils with absence patterns.</p> <p>Enhance positive relationships with parents and set clear expectations of good attendance – early identification and attendance meetings. Attendance team – short term meeting with parents.</p> <p>AHT to oversee attendance team</p> <p>Work with LA attendance team.</p>	<p>DfE reported that: Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths. Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths. Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths</p> <p>The school recognises the important emphasis on excellent attendance. Excellent attendance enhances excellent progress, outcomes and experiences and this</p>	<p>When attendance level indicates less than 95% meeting is implemented with attendance team and family – ensuring timely referrals to external agencies.</p> <p>The attendance team will provide additional support for a child returning to school after an absence of more than two days either before or after school.</p> <p>Lateness and in particular, lateness after the registers are closed to be monitored weekly by the attendance team, AHT lead and parents to be made aware of the impact lateness has on a child’s ability to settle in class. Phone call and Monitoring letters to parents to be made and discussed as required.</p> <p>Implement 100% attendance lunch with parents for any disadvantaged child and family within the Spring term.</p>	<p>Attendance Team</p> <p>AHT Lead for attendance</p> <p>Head Teacher</p>	<p>January 2022</p> <p>April 2022</p> <p>July 2022</p>

		enables pupil's confidence and skill base to develop further. We want to provide extra support to maintain high attainment and progress for pupils with higher absence rates. 1:1 with highly qualified staff which is evidenced by the EFF Toolkit as improving significantly outcomes for pupils.	Use previous two years attendance data to identify PP pupils with poor attendance habits and implement programme of support from September. Attendance rewards implemented within phases and across the school.		
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Total allocated funds for Pupil Premium and Recovery- £183,350

Total funds spent as outlined in the above plan- **£184,987***

**Additional funds covered through school budget*

How will the school measure the impact of Pupil Premium Expenditure?

To monitor progress on attainment and progress, the school implements rigorous monitoring and tracking of pupil achievement. This is used to inform pupil progress and enables early identification of need, support and intervention. Review meetings will take place throughout the academic year (approximately every 9 weeks) and will include members of the Senior Management Team, teachers, pastoral support workers and LSAs. At each milestone, the school will review the impact of the actions taken and will plan for how the funding will be specifically allocated over the next period. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. Pupil Premium Funding and the impact of this is a regular item on the Full Governing Body agenda.

Three year vision for Pupil Premium at Westbourne					
Barriers		Desired Outcomes	July 2022	July 2023	July 2024
A	Intervention Support- academic interventions and schemes used to raise achievement across subjects. Our PP children often struggle with basic concepts and require additional support, these interventions provide that. Some of our children also require support from outside agencies such as Occupational Therapy	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress. Children access appropriate services to support their needs.	The gap in EYFS and phonics remains closed. KS1 and KS2 reading expected standards gap has closed with nationals	KS1 and KS2 greater depth results show gap has closed	All gaps have closed or are rapidly diminishing as a result of adult interventions and the skills of staff. Anticipate funding will still remain high in this category as this challenge will always be present.
B	Staffing- In order to close the gap between our PP and non-PP children we use additional staffing to support our PP children. This is to improve our offer of quality first teaching as well as additional interventions.	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress.	As above	As above	As above
C	Emotional support- Some of our most vulnerable children need additional emotional support. The children's emotional resilience is low when compared with their peers. These barriers as a result, affect the children's learning therefore we offer a number of mechanisms to support them.	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	Pupils take a greater lead in running aspects of school life. New pastoral houses begin to be established	Fully embedded pastoral houses and buddies across the school <i>This is an area which will evolve each year.</i>	New project TLRs offered to raise profile of other PSHE aspects of our work. The school will continue to need to purchase additional

					specialist support as needs emerge with new pupils
D	Enrichment –This is used to increase children’s wider experiences and skills. This helps to develop the whole child and provide them with experiences upon which to draw for academic aspects of the curriculum such as writing.	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths.	These are vital areas of expenditure for our children as it raises aspirations, improves cultural capital, improves children’s knowledge of the wider world and has a significant impact on pupil’s academic understanding. These will always be areas of funding for our children and community because it is high impact.		
E	Supporting Trips- Some of our PP children often cannot afford to access trips and have limited access to experiences beyond the local area. By part funding these experiences we are giving them things to draw upon.	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.	The tracking of these experiences will continue to occur to ensure all visits and visitors are purposeful and experiences are progressive.		
F	Attendance- The attendance of our disadvantaged pupils is significantly below national expectations and our persistent absence is double national average.	More pupils to attend school and access learning.	Gap has closed and PA gap is in line with national, when removing holidays. Parental survey compared to 2019 shows upward trend in parents attitudes to attendance.	Gaps remains closed and parental survey remains positive. EYFS attendance in particular, the gap has closed including Nursery.	PP pupils attend better than their peers. Again I believe this will be an area for continued funding.