

# Westbourne Primary School

## Pupil Premium Strategy Statement 2023 - 24



**Westbourne**  
Primary School

This statement details our school's use of pupil funding to help improve the attainment of 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.

## School overview

Detail	Data
School name	Westbourne Primary School
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	131 children (34%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Jo Marwood
Governor / Trustee lead	Janet Booth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,060

## Part A: Pupil premium strategy plan

### Statement of intent

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.

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

## Challenges

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

Challenge number	Detail of challenge
1	Over time the <b>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</b> . 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, lack of opportunity for reading at home and misconceptions within learning. Combined together this prevents sustained high achievement.
2	<b>Pupil Premium children in Key Stage 2 are not achieving expected outcomes within Reading and Writing</b> at the end of Year 6 in line with their Non-Pupil Premium peers.
3	Those <b>Pupil Premium children with low prior attainment</b> do not always make as much progress as other low attaining pupils because their vocabulary and language are underdeveloped. This is impacted by having a limited access to reading materials at home, resulting in gaps in their learning across the curriculum.
4	A <b>higher proportion of Pupil Premium children are identified as having multi barriers to learning e.g. SEND</b> , consequently they have range of needs which require extra focused support.
5	<b>Financial constraints</b> can provide limited life experiences and opportunities with limited access to extracurricular activities for some families.
6	<b>Emotional and mental health well-being</b> needs impact on outcomes for pupils due, this is more significant since the Covid -19 pandemic
7	<b>Attendance</b> for a significant number of pupils eligible for Pupil Premium is below national. This reduces their school hours and impacts on their achievement.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023-2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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.	Results at the end of KS1 are above the national average. Phonic results are at least in line with national results and there is no gap between disadvantaged pupils and their peers.

<p>Closely monitor expectations across KS2 and ensure Pupil Premium children are achieving expected outcomes in English across the key stage through quality first learning experiences and additional support structures.</p>	<p>Results at the end of KS2 are in line with national and there is no gap between disadvantaged pupils and their peers.</p>
<p>Books and texts for pupils will be of high quality to increase reading for pleasure. Therefore improving vocabulary and their understanding of the world around them.</p>	<p>All pupils have access to carefully chosen, high quality texts Pupils are engaged and view reading as a pleasurable experience. Texts reflect our school community and also provide a window into the world around them and raising aspirations.</p>
<p>Those on SEND register and vulnerable register make strong progress from their starting points.</p>	<p>Pupils reach the individual targets set for them. Pupils have access to specialist services and interventions to support their learning.</p>
<p>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</p>	<p>Pupils experience a well-rounded curriculum. Pupils are confident and talk with passion about their school life. SMSC / PD booklets track experiences for all children Clubs and extra curricular activities are tracked to ensure all pupils have the same opportunities to attend.</p>
<p>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 time or holidays are addressed in a timely manner for the benefit of our whole school learning community.</p>	<p>Pupils and families are aware of and make full use of the support services offered by the school and other external agencies There are demonstrable case studies of impact on the academic achievement and attendance of pupils.</p>
<p>All Pupil Premium pupils to achieve an attendance of 96% at the end of the academic year</p>	<p>Attendance is above the national average and PA reduces significantly.</p>

## 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: £57,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the school's systematic phonics programme. Phonics leader in place to lead this development</p> <p>External Support from The English Hub to quality assure leaders work and judgements.</p> <p>All staff in school to receive high quality phonic training for the selected SSP.</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. As a school our design of our progressive curriculum will focus on the development of early reading opportunities across EYFS, KS1 and LKS2.</p>	<p>1 2 3 4</p>
<p>Quality First Teaching – Training</p> <p>High quality CPD including INSET, trust support and cross school support.</p> <p>ECT programme offers support to exceed expectations for the first two years of teaching.</p> <p>National College training platform</p> <p>Teaching support staff CPD and training to build subject knowledge and strategies to run interventions and support children in lessons and at playtimes.</p> <p>Participation in the Reading For Pleasure Programme run by the Open University</p>	<p>EEF 'Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap'</p> <p><a href="#">EEF - Effective Professional Development</a></p> <p>EEF: Continuing Professional Development</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>1 2 3 4 7</p>

Development of Maths Mastery across school and Maths Hub support to develop Maths leaders	<a href="#">EEF Mastery Approach</a>	
Bradford Writing Project and development of English leaders		
Curriculum plans in all subjects to detail subject specific vocabulary.		

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

Budgeted cost: £ 89,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor and coach pupils on a 1:1 or small group basis through pre-teaching and post-teaching equipping them with skills and strategies enabling them to access learning and experience success.	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.	1 2 3 4 7
Small group before school booster interventions implemented by high quality teaching staff.	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.	
Targeted interventions for pupils in Y6 throughout the	<a href="#">EEF- Teaching Assistant Intervention</a>	
Targeted intervention in LKS2 as a result of data analysis – linked to Phonic Screening	<a href="#">EEF- Small group tuition</a> <a href="#">EEF 1:1 Tuition</a>	

<p>Diagnostic assessments</p> <p>Learning By Question, Boxhall Sandwell</p>	<p>By focusing on effective diagnostic classroom assessment, such as low-stakes retrieval quizzes, teachers can find the gaps in their pupils' understanding.</p> <p>EEF: Diagnostic assessments</p>	<p>1 2 3 4 6</p>
<p>Ensure all disadvantaged pupils with SEND receive high quality teaching and interventions. Responsive on- going formative assessment takes place to ensure disadvantaged SEND pupils make strong progress.</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>One of the three key areas the EEF indicate schools should ensure are considered when supporting disadvantaged SEND pupils is that interventions should be high quality and rigorously assessed with clear links between the child's specific needs.</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. This is particularly the case for SEND pupils.</p>	<p>1 2 3 4</p>



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

Budgeted cost: £ 59,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation and inclusion in school life.</p> <p>Enabling pupils to access clubs, peripatetic lessons, instrument hire, reading books for home, IT devices for home and school visits.</p> <p>Additional resources- Virtual Reality, NowPressPlay, TTRS, Spelling Shed, Comando Joe's Learning By Question etc.</p> <p>A curriculum is implemented to ensure emotional well-being and readiness to learn – SCARF resources, My Happy Mind, Picture News</p> <p>Forest school operates weekly sessions for pupils.</p>	<p><a href="#"><u>Approaches to supporting disadvantaged pupils - Gov.Uk</u></a></p>	<p>4</p> <p>5</p> <p>6</p>
<p>Provide dedicated therapy time (Lego therapy, time to talk, counsellor etc) to help build pupils emotional development.</p> <p>Regular opportunities for counsellor and staff to feedback to relevant staff and parents through the school's pastoral systems.</p> <p>Engage with LA cognition and learning and behaviour support.</p> <p>Work with an independent SEND consultant on identified pupil cases.</p> <p>Consultations with NHS Mental Health Support Team to provide individual and group support for anxiety and low mood</p>	<p>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 their feelings and promote resilience and confidence which can be transferred into their learning experiences.</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>4</p> <p>5</p> <p>6</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>5 7</p>
<p>Attendance Officer supports pupils and families, following up on issues and concerns.</p> <p>Parents programme developed and widened to a greater number of families. Incredible Years programme rolled out to parents</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.</p> <p><a href="#">Working with Parents to Support Children's Learning</a></p>	<p>6 7</p>
<p>Monitor attendance data to identify trends – implement 1:1 support for pupils with absence patterns with DHT</p> <p>Use of StudyBugs to track pupils and identify pupils at risk</p> <p>Enhance positive relationships with parents and set clear expectations of good attendance including early identification and half termly attendance meetings.</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>7</p>

<p>DHT to oversee attendance team</p> <p>Work with LA attendance team.</p> <p>Meetings held between parents and SLT for all extended leave requests</p>	<p>The school recognises the important emphasis on excellent attendance. Excellent attendance enhances excellent progress, outcomes and experiences and this 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 or small group, with highly qualified staff which is evidenced by the EFF Toolkit as improving significantly outcomes for pupils.</p>	
<p>Continue to embed careers education into the school curriculum including STEM and Take Over Day</p>	<p>The school place a high value on social change and view access to employment as a key lever. The school therefore highly values careers education as a way to raise aspirations with our children and community.</p>	<p>5 6 7</p>
<p>Contingency fund for acute/emerging issues</p>	<p>Based on our experiences and given the ongoing challenges with SEND, mobility and changing needs for our families, we have identified a need to set a small amount of funding aside to respond quickly to emerging needs</p>	

**Total budgeted cost: £ 205,820**

**Part B: Review of outcomes in the previous academic year**