

# Westbourne Primary School

## Pupil Premium Strategy Statement 2022 - 25



**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	374
Proportion (%) of pupil premium eligible pupils	138 children (37%)
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 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Jo Marwood
Governor / Trustee lead	James Routh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,855
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	£216,855

## 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.
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.	Results at the end of KS2 are in line with national and there is no gap between disadvantaged pupils and their peers.
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.	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.
Those on SEND register and vulnerable register make strong progress from their starting points.	Pupils reach the individual targets set for them. Pupils have access to specialist services and interventions to support their learning.
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	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.
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.	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.
All Pupil Premium pupils to achieve an attendance of 96% at the end of the academic year	Attendance is above the national average and PA reduces significantly.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,320

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>To attend Phonic Training from across the Trust.</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>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>1 2 3 4 7</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>Development of Maths Mastery across school and Maths Hub support to develop Maths leaders. Release staff to attend training days, receive support with Lesson Studies and peer support to ensure QFT</p> <p>Training from the SCIL team to support pupils with complex barriers</p> <p>Research Wellcomms training and offer to support language development in Early Years</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><a href="#">EEF Mastery Approach</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 88,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</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>1 2 3 4</p>

<p>Small group before school booster interventions implemented by high quality teaching staff.</p> <p>Targeted interventions for pupils in Y6 throughout the year.</p> <p>Release time for the DHT to teach I Year 6 and deliver Phonic teaching in KS1</p> <p>Targeted intervention in LKS2 as a result of data analysis – linked to Phonic Screening . Release time for support staff and teachers to deliver high quality interventions.</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><a href="#">EEF- Teaching Assistant Intervention</a></p> <p><a href="#">EEF- Small group tuition</a></p> <p>EEF <a href="#">1:1 Tuition</a></p>	<p>7</p>
<p>Diagnostic assessments</p> <p>Learning By Question,</p> <p>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</p> <p>2</p> <p>3</p> <p>4</p> <p>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</p> <p>2</p> <p>3</p> <p>4</p>



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

Budgeted cost: £ 67,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation and inclusion in school life. Enabling pupils to access clubs, peripatetic lessons, instrument hire, reading books for home, IT devices for home and school visits. Additional resources- Virtual Reality, NowPressPlay, TTRS, Spelling Shed, 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="#">Approaches to supporting disadvantaged pupils - Gov.Uk</a></p>	<p>4 5 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>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 5 6</p>

<p>Consultations with NHS Mental Health Support Team to provide individual and group support for anxiety and low mood</p>		
<p>Subsidise breakfast club provision to ensure PP pupils are in school and ready to learn.</p> <p>Subsidise educational visits and residentials 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>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>Enhance positive relationships with parents and set clear expectations of good attendance including early identification and half termly attendance meetings.</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: £ 217,820**

## Part B: Review of outcomes in the previous academic year.

Intended outcome	Success criteria	July 2024 evaluation
<p>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.</p>	<p>Results at the end of KS1 are above the national average. Phonics remains above the national average with no gaps between disadvantaged pupils.</p>	<p>2023-24 Phonic results were lower than National averages due to 11 pupils joining Year 1 from the Spring term who were new to the country and were not familiar with the phonic code or had no English. 82% of the pupils who have received phonic teaching in Reception and Year 1 at Westbourne achieved the PSC. Of the 8 pupils who did not achieve, 3 of these are non-verbal and have an EHCP. Support From the English Hub state that Phonic teaching is strong and Interventions are now well planned and delivered by trained staff. There is a clear plan in place for those pupils who did not pass their phonic screening in Year 1.</p> <p>2022-23 Writing KS1 results are now inline with national results. Reading and Maths remain below national, however there has been an average 12% increase on last year's results meaning the gap to national had reduced significantly. PP results for combined reading, writing and maths are 55% compared with 63% for Non PP. This is a 13% increase on combined results for PP pupils on last year. Pupil Premium phonics check results are the same as non pupil premium pupils at 71%. Which is a 20% increase on last years results.</p>
<p>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.</p>	<p>Results at the end of KS2 are above the national average.</p>	<p>2023-24 Pupil Premium Pupils who are behind their peers are targeted for before school interventions in the core subjects. This targeting is throughout KS2 to ensure that any gap is closed by the time they leave primary school. KS2 results in Reading and GPS are inline with National Data. With disadvantaged and vulnerable pupils achieving broadly in line with their peers. In Maths and Writing results are broadly in line with National averages only being 4% behind National figures. The gap between PP students and the peers closes throughout their time at Westbourne with pupils who are non-mobile making strong progress and achieving in line with their peers.</p> <p>2022-23 KS 2 results for pupil premium are in line with national for writing but below national for reading and maths</p>

<p>Targeted intervention ensures improvement in language development and vocabulary so that all pupils can access the curriculum.</p>	<p>Pupils are articulate and speak confidently about school life. The curriculum offers a broad range of experiences.</p>	<p>2023-24 External monitoring noted that pupils speak enthusiastically and articulately about their school experiences and learning. Key vocabulary is more carefully planned and is evident on Working Walls and on Knowledge Organisers, pupils use these as scaffolding for their learning. Key identification of specific tier 3 vocabulary ensures all students can access a full range of learning and opportunities that are available to them.</p> <p>2022-23 External school visits evidence that pupils can talk confidently about their learning. Pupils' vocabulary is improving. The curriculum review is ensuring that key vocabulary is identified and taught. There is a clear plan showing experiences across all year groups in school covering a broad range of areas.</p>
<p>Those on SEND register and vulnerable register make strong progress from 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>2023-24 Learning Plans detail the small steps needed to ensure pupils with SEN make good progress. Adaptations to QFT and the mastery approach, particularly in maths, means that more pupils with SEN are keeping up and not needing as much catch-up interventions. Staff have received training on interventions for before-school catch-up programmes. Monitoring of interventions by the SENCO and SLT identified strong practice within interventions that are being delivered.</p> <p>2022-23 All pupils are tracked on BSquared and 89% of pupils have made expected progress against these targets. There has been an increased success rate in achieving additional funding and EHCPs this year. The school has benefitted from buying in external expertise and consultancy.</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 trackers demonstrate pupils' experiences.</p>	<p>2024-25 PD booklet tracks the experiences that children will have throughout their time at Westbourne. All PP children had costs of visits subsidised by the pupil premium grant across all year groups. 96% of PP pupils in Year 6 attended the Year 6 residential and 75% of the pupils attending the camping residential in Year 4 and 5 were PP pupils. Pupils have experienced visits to the theatre, Young Voices performances, Spanish Workshops, STEM activities, visits to places of worship and London to visit the Houses of Parliament. Monitoring visits from external agencies recognised the strong offer that PP pupils at Westbourne get and school support pupils well to ensure all pupils receive broad and varied experiences.</p>

		<p>2022-23</p> <p>This year a PD booklet has been planned for every year group in school detailing experiences that are planned into the curriculum. Out of school opportunities have increased and PP pupils are targeted and tracked to ensure they have equal access. Residential, visits and visitors to school are subsidised so that pupils have an equal opportunity to take part in curricular activities.</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 closures are addressed in a timely manner for the benefit of our whole school learning community.</p>	<p>Pupils and families make full use of the support services offered by the school.</p> <p>There are demonstrable case studies of impact on the academic achievement and attendance of pupils.</p>	<p>2023-24</p> <p>24 parents have attended the Incredible Years Parenting course this year. Another 36 pupils have received Play therapy from the school counsellor to support trauma and ACEs. This early intervention has supported parents and the pupils in regular attendance meaning gaps in learning have been addressed and these pupils have made strong progress from their starting points.</p> <p>Parental Support Worker has supported 25 families with food bank, external support with housing and applications for additional funding. The number of families accessing support from school has increased by 32% this academic year.</p> <p>2022-23</p> <p>The school have use of a counsellor for 1 day a week. This has had a significant impact on 36 children's lives this year. The school have worked closely with the NHS Mental Health Practitioner and 15 pupils and their families have received additional support.</p>
<p>All Pupil Premium pupils to achieve an attendance above 96% at the end of the academic year</p>	<p>Attendance is above the national average and PA reduces significantly.</p>	<p>2023-24 - Attendance overall is 93% which is a significant increase on last year's attendance and is in line with national attendance figures. Attendance of PP children is in line with those of their peers at 93.5%</p> <p>Pupils with SEN are also attending in line with their peers and this is a significant improvement over the last two years.</p> <p>2022-23 - Attendance overall is 91% and attendance for PP children is 90.5% overall.</p>