Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Westgate Primary School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	45 pupils 19%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Laura McAuley
Pupil premium lead	Chloe Bethell
Governor / Trustee lead	Waheedul Islam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,455

Part A: Pupil premium strategy plan

Statement of intent

At Westgate Primary School, our school motto is “To be the best that we can be” and we have high expectations and believe all pupils can succeed. The learning experience we provide is varied and inclusive.

When making decisions about using Pupil Premium funding we have considered the context of the school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for our disadvantaged children, can be lack of parental engagement and support, weak vocabulary knowledge, poor communication skills, lack of knowledge and understanding of the world and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To provide rich and varied experiences so as to promote cultural capital.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- When providing provision for all disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. Therefore, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:
The range of provision the Governors and school consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better; all our work through the pupil premium will be aimed at accelerating progress and moving pupils to at least age-related expectations.
- To allocate a ‘Pixl Catch Up’ Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning.
- 1-1 and small group support
- Additional teaching and learning opportunities will be provided through CPD.
- Pupil premium resources will also be used to target able pupils.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Upon entry to EYFS children have poor speech and language skills including poor communication and language and limited understanding of vocabulary.
2	Low attainment in Reading, Writing and Maths and therefore the attainment gap needs to be narrowed.
3	Many of our pupil premium children do not have the rich and varied experiences that our non-pupil premium children seem to have, meaning their knowledge of the world and vocabulary acquisition is limited.
4	There is a lack of engagement from many pupil premium parents along with a perceived low importance of educational outcomes.
5	Some of our pupil premium children are also EAL and have limited English language and communication skills. Some pupil premium parents also struggle with their own understanding of English and have limited communication skills.

Intended outcomes

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

Intended outcome	Success criteria
Pupil premium children will make good or better progress in reading/phonics and writing.	PP pupils will develop a love of reading. PP pupil in EYFS and KS1 will be assessed using Read Write Inc and taught phonics according to their needs. RWI lessons are delivered effectively and deemed good or better across the school. 86% of Y1 PP children (6/7 children) will pass the Phonics Screening Check in 2022. 50% of Y2 PP children (1/2 children*) will pass the Phonics Screening Retake in 2022. (*4/6 Y2 PP children passed the Screening Check taken in Y1 in Summer 2021) 100% of YR PP children (2 children) will pass the Phonics Screening Check in 2023. Early identification will ensure pupils who need further support will receive RWI intervention so they make the required progress. Children will engage in whole class Immersive Reading sessions and whole class shared reading daily and their comprehension skills will improve. PP pupils will use vocabulary they are exposed to in reading lessons when writing. Gap will close in the progress made between PP and non-PP.

<table>
<tr><td></td><td>83% of Y2 PP children (5/6 children) will achieve expected standard or above in the KS1 SATs for Reading and Writing.

<table><tr><th>Year Group 2021/22</th><th>No. of PP children</th><th>End of KS2 predictions</th></tr><tr><td>Year 3</td><td>4 children</td><td>Reading – 100% to reach expected+ in 2025
Writing – 100% to reach expected+ in 2025</td></tr><tr><td>Year 4</td><td>6 children</td><td>Reading – 100% to reach expected+ in 2024
Writing – 100% to reach expected+ in 2024</td></tr><tr><td>Year 5</td><td>6 children</td><td>Reading – 83% to reach expected+ in 2023
Writing – 83% to reach expected+ in 2023</td></tr><tr><td>Year 6</td><td>17 children</td><td>Reading – 82% to reach expected+ in 2022
Writing – 82% to reach expected+ in 2022</td></tr></table></td></tr>
<tr><td>Pupil premium children will make good or better progress in maths.</td><td>Mental Maths will be taught daily to embed basic number skills in EYFS, KS1 and KS2.
KS1 and KS2 pupils are confident in using concrete, pictorial and abstract resources to help them solve problems.
Gap will close in the progress made between PP and non-PP.
PP pupils will be able to confidently apply their basic maths skills to allow them to reason and problem solve independently.
PP pupils will be appropriately challenged in Mathematics lessons.
83% of Y2 PP children (5/6 children) will achieve expected standard or above in the KS1 SATs for Maths.

<table><tr><th>Year Group 2021/22</th><th>No. of PP children</th><th>End of KS2 predictions</th></tr><tr><td>Year 3</td><td>4 children</td><td>Maths – 100% to reach expected+ in 2025</td></tr><tr><td>Year 4</td><td>6 children</td><td>Maths – 100% to reach expected+ in 2024</td></tr><tr><td>Year 5</td><td>6 children</td><td>Maths – 83% to reach expected+ in 2023</td></tr><tr><td>Year 6</td><td>17 children</td><td>Maths – 82% to reach expected+ in 2022</td></tr></table></td></tr>
<tr><td>Pupil premium children will be able to access a wide range of activities both in and outside of school.</td><td>Discounts will continue to apply to families of PP children for all enrichment opportunities to include trips and visits, residentials etc
PP pupils will be able to join after school clubs at a discounted price.
PP pupils will gain a wider experience of the world and develop their cultural capital.
PP pupils will develop their social skills, including their cooperative and communication skills and will develop their resilience.</td></tr>
<tr><td>Pupil premium parents will have a positive outlook of the school and engage regularly.</td><td>PP parents to engage in parent workshops within school.
PP parents will attend parent meetings and communicate regularly with teachers and staff.
PP parents engage in learning showcases.
Links between home and school will be strong and the school will ensure the support parents and pupils need is received.</td></tr>
<tr><td>Pupil premium pupils' mental health and well-being will be prioritised due to their experiences throughout the pandemic, including</td><td>PP pupils will feel happy and safe at school.
PP pupils will receive pastoral care and will develop their self-esteem and confidence.
PP children's attendance will be good and they will attend school on time.</td></tr>
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school closures/disruptions.	Pupil surveys reflect enjoyment in school and improved attitudes to learning.

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: £20,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Training *To refresh staff understanding and skills in order for them to deliver effective phonics lessons.*	Evidence suggests phonics has appositive impact overall and is an important component in the development of early reading, particularly for children from disadvantaged backgrounds. Phonics | EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Immersive Reading CPD *SLT are provided with release time to coach/mentor staff in delivering high quality Immersive Reading lessons.*	Reading comprehension strategies are high impact on average (+6 months) and they should be taught explicitly and consistently. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	2, 5
White Rose *Maths Lead to ensure that the White Rose schemes of work and lesson resources are used to plan and deliver quality first teaching in all Maths lessons.*	White Rose is a mastery approach to maths teaching. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning | EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)	1, 2
Kagan Training *To enable pupils to take ownership of their learning through the use of cooperative learning techniques.*	Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Training on Zones of Regulation *To allow pupils to recognise feelings and to have strategies to allow them to deal with their emotions.*	The potential impact of metacognition and self-regulation approaches is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) Research & Evidence Base - THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION & EMOTIONAL CONTROL	5 (Will also impact 1-4)

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

Budgeted cost: £32’894

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIXL *To deliver PIXL interventions effectively in KS1 and KS2 to track pupil progress and enable all pupils to make accelerated progress.*	Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition | EEF (educationendowmentfoundation.org.uk) Individualised instruction | EEF (educationendowmentfoundation.org.uk)	1, 2
Speech Link *To develop Communication and Language skills within the EYFS, continuing this across KS1 and KS2 if necessary.*	On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Oral language interventions | EEF (educationendowmentfoundation.org.uk) Individualised instruction | EEF (educationendowmentfoundation.org.uk) Early language | EEF (educationendowmentfoundation.org.uk)	1, 5
1:1 and 1:5 Tuition *To enable identified pupils to make accelerated progress with any identified gaps in their learning.*	Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy. Small group tuition | EEF (educationendowmentfoundation.org.uk)	2
Duolingo *To develop the communication and language skills of EAL pupils.*	Research shows that Duolingo courses effectively and efficiently teach reading, listening, and speaking skills. Duolingo There is evidence that digital technology can be used effectively to provide individualised instruction. Individualised instruction | EEF (educationendowmentfoundation.org.uk)	2, 5

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

Budgeted cost: £6’521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Opportunities *To enhance pupils’ cultural capital by providing a breadth of experiences and to develop their confidence in oracy.*	Pupils at Westgate have limited life experiences. We aim to raise aspirations and provide opportunities for them to fulfil their potential. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2, 3, 4
After School Clubs **(with a focus on the Arts)** *To ensure disadvantaged pupils have access to after school clubs.*	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation | EEF (educationendowmentfoundation.org.uk)	3, 5
Parent Workshops *To identify areas parents need support with and deliver workshops so they can further support their child’s learning.*	Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement | EEF (educationendowmentfoundation.org.uk)	4
Counselling *To identify those PP who may benefit from 1:1 counselling sessions.*	Pupils will develop an increase in confidence to talk about their concerns. Pupils will be able to self-regulate and manage their emotions and place priority on their wellbeing. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	2

Total budgeted cost: £59,455

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Data summaries from academic year 2020-2021

KS1	***Disadvantaged***		***Non-disadvantaged***	
	Attainment	***Progress measure*** ***(6 steps)***	***Attainment***	***Progress measure*** ***(6 steps)***
Reading	*50% achieved expected (2/4 children)*	*100%*	*58% achieved expected (15/26 children) 24/26 LEX+ 92%*	*88%*
Phonics	*100% passed Screening Check (4/4 children)*	*n/a*	*96% passed screening check 25/26 children*	*n/a*
Writing	*50% achieved expected (2/4 children)*	*75%*	*31% achieved expected (8/26 children) 20/26 LEX+ 77%*	*88%*
Maths	*50% achieved expected (2/4 children)*	*100%*	*42% achieved expected+ (11/26 children) 15/26 LEX+ 58%*	*96%*

KS2	***Disadvantaged***		***Non-disadvantaged***	
	Attainment	***Progress measure*** ***(6 steps)***	***Attainment***	***Progress measure*** ***(6 steps)***
Reading	6/10 children – 60%	*80%*	18/20 children – 90%	*95%*
Writing	3/10 children – 30%	*60%*	13/20 children – 65%	*70%*
Maths	4/10 children – 40%	*50%*	16/20 children – 80%	*80%*
RWM Combined	2/10 children – 20%	*20%*	10/20 children – 50%	*70%*

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.