Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2023 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	212
Proportion (%) of pupil premium eligible pupils	59 pupils 28%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Laura Crosley
Pupil premium lead	Chloe Bethell
Governor / Trustee lead	Harnish Dhothar

Funding overview (for 2023-2024)

Detail	Amount
Pupil premium funding allocation this academic year	£64,020
Recovery premium funding allocation this academic year	£6380
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	£70,400

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 Keep Up’ Teaching Assistant to each Year Group - providing small group work focused 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 (except those on a different trajectory who are the exception) will achieve a good level of development in speech and language, reading/phonics and writing. **Achieved in 2022** **Achieved in 2023** **(See Part B Review of outcomes)**	PP pupils in EYFS will be assessed using Speech Link to identify their starting points and will achieve age appropriate attainment. Speech Link interventions are delivered effectively. • 100% of EYFS PP Pupils (2/2 children) will achieve age appropriate level of development in 2022. Achieved in 2022. • 60% of EYFS PP Pupils (3/5 children) will achieve age appropriate level of development in 2023. Achieved in 2023 (Percentage expectation for 2024 will be added to PP document next academic year 2023-2024 when new EYFS cohort join.) • 80% of EYFS PP Pupils (4/5 children) will achieve age appropriate level of development in 2024. PP pupils will develop a love of reading. PP pupils in EYFS and KS1 will be assessed using Read Write Inc and will achieve age appropriate attainment. RWI lessons are delivered effectively. • 86% of Y1 PP children (6/7 children) will pass the Phonics Screening Check in 2022. Achieved in 2022. • 50% of Y2 PP children (1/2 children*) will pass the Phonics Screening Retake in 2022. Achieved in 2022.

(*4/6 Y2 PP children passed the Screening Check taken in Y1 in 2021)

- 100% of YR PP children (3 children**) will pass the Phonics Screening Check in Y1 in 2023. Achieved in 2023.

  **The number of PP children for this cohort has increased this year.
- 67% of Y1 PP children (6/9 children) will pass the Phonics Screening Check in Y1 in 2024.

Early identification will ensure pupils who need further support will receive both Speech Link intervention and 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 knowledge of vocabulary 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.

83% of Y2 PP children (5/6 children) will achieve expected standard or above in the KS1 SATs for Reading and Writing. Achieved for Reading in 2022.

Year Group 2021/22	No. of PP children	End of KS2 predictions
Year 3	4 children	Reading – 100% to reach expected+ in 2025 Writing – 100% to reach expected+ in 2025
Year 4	6 children	Reading – 100% to reach expected+ in 2024 Writing – 100% to reach expected+ in 2024
Year 5	6 children	Reading – 83% to reach expected+ in 2023 Writing – 83% to reach expected+ in 2023 Achieved in reading and Writing in 2023.
Year 6	17 children	Reading – 82% to reach expected+ in 2022 Achieved in Reading in 2022. *Not in Writing.* Writing – 82% to reach expected+ in 2022

Pupil premium children (except those on a different trajectory who are the exception) will make strong progress in maths.

Achieved in 2022

Achieved in 2023

(See Part B Review of outcomes)

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. Achieved in 2022.

Year Group 2021/22	No. of PP children	End of KS2 predictions
Year 3	4 children	Maths – 100% to reach expected+ in 2025
Year 4	6 children	Maths – 100% to reach expected+ in 2024
Year 5	6 children	Maths – 83% to reach expected+ in 2023* **5/7 children met expected standard in 2023 – target not achieved – 71.4%*
Year 6	17 children	Maths – 82% to reach expected+ in 2022**

			***15/19 children met expected standard in 2022 – target not achieved – 78.9%*
Pupil premium children will be able to access a wide range of activities both in and outside of school.	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.		
Pupil premium parents will have a positive outlook of the school and engage regularly.	PP parents 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.		
Pupil premium pupils' mental health and well-being will be prioritised due to their experiences throughout the pandemic, including school closures/disruptions.	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. 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.

*Additional activities for the academic year 2022-2023 have been highlighted in blue below.

*Additional activities for the academic year 2023-2024 have been highlighted in red below.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Training and ongoing coaching and mentoring *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.* ***Ongoing coaching and mentoring for staff – Maths*** *Teachers are confident in delivering high quality Maths lessons and SLT are able to identify and support staff who may need CPD.* *Maths Mastery CPD.*	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.* ***Additional training for SEMH needs*** *Lego Therapy, ELSA, Emotion Coaching,*	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: £34,334

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.	1, 2

	Small group tuition | EEF (educationendowmentfoundation.org.uk) Individualised instruction | EEF (educationendowmentfoundation.org.uk)	
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.* **Targeted Teacher Support for disadvantaged pupils** *To support and target identified disadvantaged pupils to ensure they make accelerated progress.*	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: £7350

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 with specialist teachers. 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
National Well-Being Pilot *To engage and enhance staff and pupil wellbeing and link underlying deep level factors such as school culture and behaviour policy with strategies that can remove stress and anxiety.*	This programme will start to remove barriers to learning that exist, often below the radar of the leadership, or are hidden in plain sight, to allow the school to raise attainment for all children. https://www.teachingtimes.com/dedicated-specialists-improving-wellbeing-in-schools/ https://headsup.warwickshire.gov.uk/heads-up-10-june-2022/securing-the-best-start-to-life/the-national-wellbeing-pilot	Will impact 1-5
Embedding effective principles of good practice for attendance Attendance support service (SEASS) to improve attendance	This guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	Will impact 1-5

Total budgeted cost: £68,270

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 2022 to 2023 academic year.

Please note - at the end of the academic year 2020 to 2021 our pupil premium percentage **increased** to **23%** (56/240 children).

At the end of the academic year 2022 to 2023 our pupil premium percentage remained at 22% (58/212 children). The number of pupil premium pupils increased, however our overall number of pupils was lower.

Data summaries from academic year 2022-2023

The below table shows the percentage data summaries for KS1 from 2022-23 comparing the disadvantaged and non-disadvantaged pupils:

KS1	***Disadvantaged***	***Non-disadvantaged***
	Attainment	***Attainment***
Reading	*7/9 children – 77.8%*	*19/21 children – 90.5%*
Writing	*5/9 children - 55.6%*	*20/21 children - 95.2%*
Maths	*7/9 children – 77.8%*	*19/21 children - 90.5%*
Y2 Phonics Retakes	*50% passed Screening Check (1/2 children*)*	*50% passed screening check (1/2 children*)*
	**Only 2 children had to resit the Phonics Screener in Y2. 1 out of 2 of these children were Pupil Premium. The child who did not pass was a casual admission who joined the school in Y1, they are also EAL.*	
Y1 Phonics	*66% passed Screening Check (2/3 children)*	*96.2% passed Screening Check (26/27 children)*
	**Only 2 children did not pass the Phonics Screening Check in this cohort. Out of the 2 that did not pass, 1 of these pupils is Pupil Premium and the other is not. Fast Track Tutoring will be in place for this PP pupil when they are in Y2.*	

Our aim was for 83%+ of Y2 PP children to achieve expected standard or above for Reading, Writing and Maths to be in line with the data from the previous year. There is a greater number of PP pupils in this cohort compared to the previous Y2 cohort.

Two PP pupils did not achieve the expected standard in Reading, Writing and Maths. One of these pupils has an identified SEN need and is EAL; they also have a personalised plan. The other pupil had

significantly poor attendance for the academic year and is being tracked by school and SEAAS to ensure this pupils attendance improves. Interventions will be in place for this pupil in Y3.

Writing will need to be a focus for this cohort across 2023-24. 4 out of 9 PP pupils did make good progress in writing; however, they did not meet the expected standard. These pupils will be working within smaller focused groups for Writing lessons next year.

The below table shows the percentage data summaries for KS2 from 2022-23 comparing the disadvantaged and non-disadvantaged pupils:

KS2 ***30 chn***	***Disadvantaged***	***Non-disadvantaged***
	Attainment	***Attainment***
Reading	*6/7 children – 85.7%*	*23/23 children – 100%*
Writing	*6/7 children – 85.7%*	*22/23 children – 95.7%*
Maths	*5/7 children – 71.4%*	*22/23 children – 95.7%*
RWM Combined	*5/7 children – 71.4%*	*21/23 children – 91.3%*

Our aim was for 83%+ of Y6 PP children to achieve expected standard or above for Reading, Writing and Maths. This was achieved in Reading and Writing but not Mathematics.

Within KS2, only 1 PP pupil did not reach the expected standard in Reading, Writing and Maths. This pupil was SEN and EAL and had a personalised plan.

1 other PP pupil did not make the expected progress in Maths. This pupil had SEMH needs and was on a reduced timetable for part of the academic year.

We will continue to use our PP funding money to target pupils to continue to 'close the gap' between non-disadvantaged and disadvantaged pupils by the time the leave the school at the end of KS2.

The CPD training for Reading and Mathematics, particularly RWI and the Mastering Number programme across EYFS and KS1 is impacting all pupils and their progress. The school are ensuring that pupils develop fluency with early reading and early mathematics following these schemes and staff are now more confident. The data analysis for pupils in KS1 and KS2 shows this as the number of disadvantaged pupils not meeting the expected standard is in line with the number of non-disadvantaged pupils. PIXL data analysis and interventions allow staff to track pupils closely and enable staff to identify pupil starting points and areas of weakness which can be prioritised in lessons and further interventions.

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.