

Pupil premium strategy statement – 2022/2023

This statement details our school's use of pupil premium 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	Westhouses Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	26% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Juliette Whitby
Pupil premium lead	Kristy Coupe
Governor / Trustee lead	Simon Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,210
<i>Recovery premium funding allocation this academic year</i>	<i>£ TBC</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

- At Wethouses Primary School we are committed to our school motto ‘Welcoming, Hardworking, Positive, Supportive’ and this lies at the heart of everything we do for all of our pupils. Our school values are “Family, Inspiring, Supporting and Creative” all of these underpin our intention to support Pupil premium children and their families. Our intention is to provide a rich and inclusive teaching and learning environment where no child is left behind socially or academically. We welcome pupils into our “Westhouses family” with the promise to do everything we can to support them and their families through their school journey. We strive to support wellbeing, raise lifelong aspirations and focus on removing barriers to learning. It is our intent that pupils will be provided with quality-first teaching, where every pupil is supported and challenged. We will provide timely, specific support when needed. The Pupil Premium funding will ensure that all pupils will be given the same experiences and opportunities as their peers, despite any “disadvantage”.
- Our Pupil Premium Strategy aims to address the main barriers our children face. We intend to track and monitor Pupil Premium pupils, plan targeted support when needed and carefully review any interventions to ensure accelerated progress and attainment. We strongly believe that quality-first teaching and a range of learning experiences are the best way to raise standards for all students.
- We intend to focus on areas in which disadvantaged pupils require the most support such as mathematical fluency and reading.
- Our approach is underpinned by evidence-based research and is bespoke to the pupils in our cohort at this current time. The approaches we have adopted have been trialled by the school overtime. To ensure the approaches are effective we will:
 - act early to intervene when a need is identified.
 - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
 - see the ‘whole’ child to ensure all pupils’ social and emotional needs are met.

Challenges

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

Challenge number	Detail of challenge
1	Maths progression for PP SEND pupils. Maths attainment for PP girls. In some year groups, Maths attainment is lower for PP pupils than it is for their non-PP counterparts. Some PP girls and PP SEND pupils have lower attainment than their peers. On average, progress is lower for PP pupils than non-PP in Maths.
2	Wider opportunities for PP pupils. Some Pupil Premium pupils may not have the same opportunities as their non-PP peers. For example, accessing clubs and extra-curricular activities, visiting off-site experiences, holidays etc.
3	Cost of living for all PP pupil families. PP pupils at risk of struggling with the cost of living. The cost of gas and electricity, food, clothes and fuel have all increased dramatically recently. This is a worry for many families but particularly PP pupils.
4	Engagement in learning and retention of knowledge. Some of our Pupil premium pupils struggle to retain knowledge and information learned in lessons. This could be due to their engagement and attention in the sessions but could also be due to their ability / capacity to retain and remember.
5	Literacy skills; reading and writing progress and attainment. Not all PP pupils are on track for Reading and Writing. Accelerated progress is needed to get these pupils on track. Next year, KS1 PP pupils will require support in Reading in order to close the gap. KS2 PP pupils will require support in writing to close the gap or accelerate their progress.

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 pupils will achieve accelerated progress in Maths and their attainment will be in line with their peers.	To narrow the gap in Maths, particularly for girls and SEND. Pupils who have been identified will receive regular bespoke boosters including times table interventions. SEND PP pupils will make accelerated progress in Maths. Pupil data will be tracked and analysed using Eazmag.
Pupil Premium pupils will have accessed wider opportunities throughout the year.	PP pupils have the same opportunities as their non-PP peers. PP pupils will have participated in a wealth of different opportunities they may not have accessed through home-life. This includes; extra-curricular activities, visits, allotment afternoons etc.
The cost of living crisis has been eased for all Pupil Premium families.	PP pupils are supported through difficult times. PP pupils are offered food parcels and subsidisations to allow them the same opportunities as Non-PP pupils.
Pupil Premium pupils display greater engagement and retention.	PP pupils will receive in-class support or boosters to improve their engagement in lessons or the retention of key learning.
Pupil Premium pupils will achieve accelerated progress in Reading and Writing and their attainment will be in line with their peers.	PP pupils to close the gap in reading and writing. PP pupils read regularly in order to be in-line with non-PP pupils. Pupil data will be tracked and analysed using Eazmag.

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: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff meeting times planned and used for CPD with a focus on PP Maths (girls / SEND)	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF Guide to the Pupil Premium	1
NCETM training for KS1 teacher in order to continue the delivery of Mastering Number maths.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery learning +5 months (EEF)	1
Reading practice sessions with class teacher where possible and teaching assistants (this includes extra hours for one TA)	Immediate feedback during small ability group session – Feedback +6 months (EEF) Reading comprehension strategies +6 months (EEF)	5
In class support of TA in prioritised core subject to enable smaller groups and more immediate feedback with view to accelerate progress.	Feedback +6 months (EEF) Teaching assistant interventions +4 months (EEF)	1,4,5
Teacher for Reception / Year 1 employed to allow for smaller group work to take place.	Pupils work in smaller groups with more focus from the teacher. Feedback is more immediate and pupils know how to move their learning on. Reducing class sizes +2 months (EEF) Feedback +6 months (EEF)	1,4,5

Purchase Jigsaw PSHE resources for Reception	Social and emotional learning +4 months (EEF)	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tutoring and interventions – tailored to pupils and focused on assessments.	Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	1
Writing tuition and interventions – tailored to pupils and focused on assessments.	Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	5
Reading boosters and interventions for PP pupils, particularly years 1 and 5.	Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	5
Physical Literacy intervention	Teaching assistant interventions +4 months (EEF) Physical activity +1 month (EEF)	4,5
Keep-up Phonics / Precision teaching	Phonics +5 months Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	4,5

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

Budgeted cost: £6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fair share food parcels	Vulnerable PP families do not go without food. Pupils are ready to learn and socialise in school.	3
Subsidised uniform, trips, clubs, Wrap Around Care	PP pupils have the same opportunities as their non-PP peers.	3
P4YP check-ins with the schools officer by headteacher	School has an pastoral worker who attends school once a week. The headteacher has regular meetings with the P4YP officer to ensure we are supporting pupils and their families as best we can.	2,3
Allotment afternoons	PP pupils have the same opportunities as their non-PP peers.	2,3,4
Cool Milk funded for Pupil Premium pupils	Vulnerable PP pupils do not go without milk to drink. Pupils are ready to learn and socialise in school.	2
Positive Play Social and emotional intervention for identified pupils (measured by Boxhall profiles)	Social and emotional learning +4 months (EEF)	2,4

Total budgeted cost: £29,700

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 2021 to 2022 academic year.

Attainment data for academic year 2021-2022

	Pupils eligible for PP	All Pupils
EYFS = 4 disadvantaged pupils	4	9
% of pupils achieving a Good Level of Development	75%	%
KS1 = 4 disadvantaged pupils	4	22
% of pupils meeting expectations in Maths	50%	82%
% of pupils meeting expectations in Reading	100%	68%
% of pupils meeting expectations in Writing	75%	68%
KS2 = 10 disadvantaged pupils	10	43
% of pupils meeting expectations in Maths	70%	79%
% of pupils meeting expectations in Reading	70%	72%
% of pupils meeting expectations in Writing	80%	77%

End of KS2 data – Year 6 Statutory Assessment – 100% Reading, Writing & Maths

Progress data for academic year 2021-2022

	Points Progress			Total		Points Progress			Total
Reading	1.14	0.94	1.11	3.19	Maths	0.93	0.94	0.89	2.76
Writing	1.14	1.04	1	3.18	SPAG	1.18	1	0.92	3.1

On average, SEND PP pupils made good progress or better in Reading and Writing, but did not all achieve expected progress for Maths. This will need to be a focus of the new academic year.

Teaching Assistants have completed Maths Hub training and are using what they have learned in the classroom.

2 Teachers attended Talk for Writing training and filtered down to other staff. This approach has been used in class to develop ideas before writing. Pupils respond well to this approach. It helps them to develop new vocabulary ready to write.

Achieved 92% at expected standard in Phonics Screening Check.

Phonics Champion from cluster school came to support and monitor quality first teaching. She recommended more consistency in teaching. In order to follow her advice and that of the Government advising adopting an accredited Phonics scheme, the school have purchased Little Wandle Phonics, which has been started in infant classes and will be started with new pupils in September.

In-house Phonics training/monitoring has taken place this academic year. On adoption of the new phonics scheme (Little Wandle), all teaching and support staff have participated in training to ensure consistency of teaching for 2022-23.

Pupil-premium pupils have been recognised in celebration assemblies equally.

Knowledge mats have been created for all topics and Science units. Vocabulary to be taught each half-term has been carefully planned, shared with parents and displayed in classroom. Pupils are also assessed on their knowledge of these words in some way through a pre and post-assessment. Pupils use topic-based vocabulary well and should now focus on using and applying Science-based vocabulary.

Educational visits. Whole-school trip involving parents to Yorkshire Sculpture Park was planned for the Summer term but could not take place due to lack of transport. We plan to rearrange this trip for pupils and parents.

All Pupil-premium pupils have been involved in school visits and experiences. All classes have had two off-site visits, a sleepover and a trip to the pantomime.

Forest schools took place for most of the academic year. All pupils have had the opportunity to take part.

All classes have had additional TA support for Maths. Girls Maths is still a concern and will need to be a focus for boosters and interventions going forward.

Teacher for EYFS has resulted in good outcomes for Reception pupils (78% achieving ELG) – 75% of reception age Pupil Premium children achieving ELG.

Externally provided programmes

The following programmes have been adopted by our school this year (2021-22) but not necessarily funded by the Pupil Premium funding.

Programme	Provider
Times Table Rockstars	Maths Circle
NELI	Nuffield Foundation
D&T scheme	Kapow Primary
Science scheme	Developing Experts
Music scheme	Charanga Music
Computing scheme	Teach Computing
Maths scheme	White Rose Maths
Geography & History scheme	Focus Education
Phonics and early reading	Little Wandle: Letters and Sounds Revised
My Maths	Oxford University Press
Mastering Number	NCETM
Grammar teaching sequences	Classroom Secrets