

Westhouses Primary School

Pupil premium strategy statement



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	67
Proportion (%) of pupil premium eligible pupils	31% (21 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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>£ unknown</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” and 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 social and emotional well-being 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	<p>Maths progression for PP SEND pupils. Maths attainment for KS2.</p> <p>In some year groups, Maths attainment is lower for PP pupils than it is for their non-PP counterparts. Some PP SEND pupils have lower attainment than their peers.</p>
2	<p>Literacy skills; reading and writing progress and attainment.</p> <p>Not all PP pupils are on track for Reading and Writing. Accelerated progress is needed to get these pupils on track. Next year, PP pupils who also have additional needs will require support in reading and writing in order to close the gap. This can be a combination of small group tuition and in-class support.</p>
3	<p>Cost of living for all PP pupil families.</p> <p>PP pupils at risk of struggling with the cost of living. The cost of gas and electricity, food, clothes and fuel continue to increase dramatically. This is a worry for many families but particularly PP pupils.</p>
4	<p>Social, emotional and behavioural difficulties of PP pupils.</p> <p>Pupils can find learning more challenging if they are struggling socially and emotionally. Difficulties with behaviour can also impact on capacity for learning and retention for themselves and others. Pupils will need to be identified for specific intervention.</p>
5	<p>Wider opportunities for PP pupils.</p> <p>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.</p>

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
<p>Greater maths progression for PP (SEND) pupils in order to close the gap in attainment.</p>	<p>To narrow the gap in Maths, particularly for KS2 PP and SEND.</p> <p>Pupils who have been identified will receive regular bespoke boosters including interventions based on the 4 operations KS2 and number recognition and composition KS1.</p> <p>SEND PP pupils will make accelerated progress in Maths.</p>
<p>Embedded Literacy skills. Pupils make greater progress and close the gap in reading and writing.</p>	<p>PP pupils to close the gap in reading and writing.</p>
<p>PP families experience less stress and financial pressures. PP pupils are included in all activities that incur an additional cost.</p>	<p>PP pupils are supported through difficult times.</p> <p>PP pupils are offered food parcels and subsidisations to allow them the same opportunities as Non-PP pupils.</p>
<p>Improved social, emotional and behavioural skills of PP pupils. PP pupils report or show signs of improved well-being.</p>	<p>PP pupils identified for nurture group and access weekly sessions or more regular.</p> <p>PP pupils access Forest Schools.</p> <p>PP pupils are invited on allotment afternoons.</p> <p>PP pupils are well recognised for their achievements.</p>
<p>PP pupils have the opportunity for many more experiences.</p>	<p>PP pupils have the same opportunities as their non-PP peers.</p> <p>PP pupils have participated in a wealth of different opportunities they may not have accessed through home-life.</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: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
NCETM training for KS2 teachers in order to begin delivering Mastering Number maths in the juniors.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery learning +5 months (EEF)	1
Staff meeting times set aside for CPD with a focus on PP Maths (PP KS2 / SEND)	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF Guide to the Pupil Premium	1
Small group Reading Practice Sessions with extra funded teaching assistant.	Immediate feedback during small ability group session – Feedback +6 months (EEF) Reading comprehension strategies +6 months (EEF)	2
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, 2, 4
Teacher for Reception / Year 1 employed to allow for smaller group work to take place. Also to ensure best possible start to school-aged education.	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, 2, 4

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

Budgeted cost: £5,650

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)	2
Reading boosters and interventions for PP pupils	Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF) Reading comprehension strategies +6 months (EEF)	2
Physical Literacy intervention	Teaching assistant interventions +4 months (EEF) Physical activity +1 month (EEF)	2, 4 £470
Keep-up Phonics / Precision teaching	Phonics +5 months Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	2, 4

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

Budgeted cost: £9,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups	Interventions focused on supporting the social, emotional and behavioural difficulties (SEBD). We will offer a short-term, inclusive, targeted intervention for pupils who need support in this area. Social and emotional learning +4 months (EEF)	4
Contribution to 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. PP families experience less stress for financial pressures. PP pupils are included in all activities that incur an additional cost.	3
P4YP check-ins with the schools officer by headteacher	Ensuring we are supporting pupils and their families as best we can. School has an early-help officer who attends school once a week. The headteacher has regular meetings with the P4YP officer.	3, 4, 5
Forest Schools / Allotment afternoons	PP pupils have the same or more opportunities as their non-PP peers.	3, 4, 5
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. Aids healthy development.	3

Total budgeted cost: £28,520 (overspend of £1310 to be funded by school budget)

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.

ACHIEVEMENT REVIEW 2022/2023

RECEPTION: (Number of children: 6 All 3 Disadvantaged)

Achieved GLD	July 2023
All	50%
Disadvantaged	0%

YEAR 1: (Number of children: 8 All 3 Disadvantaged)

Working at or above expected	Reading	Writing	Mathematics	Phonics	Re, Wr, Ma
All Pupils	88%	88%	88%	88%	75%
Disadvantaged	67%	67%	100%	67%	67%

Working at greater depth / higher standard	Reading	Writing	Mathematics
All Pupils	38%	25%	38%
Disadvantaged	33%	33%	67%

Year 1: Progress over year

	Points progress				Points progress		
Reading all	0.93	0.94	0.94	Maths all	1.24	0.94	1.06
Reading Disadvantaged	0.66	0.67	0.83	Maths Disadvantaged	1	1.17	1.16
Writing all	1.25	0.88	0.87	SPAG all	1.25	0.88	0.81
Writing Disadvantaged	1	0.67	0.83	SPAG disadvantaged	1	0.67	0.67

YEAR 2: (Number of children: 14 All 2 Disadvantaged)

Working at or above expected	Reading	Writing	Mathematics	Phonics	Re, Wr, Ma
All Pupils	71%	71%	79%	100%	64%
Disadvantaged	50%	100%	50%	100%	50%

Working at greater depth / higher standard	Reading	Writing	Mathematics	Re, Wr, Ma
All Pupils	29%	14%	29%	7%
Disadvantaged	0%	0%	0%	0%

Year 2: Progress over year

	Points progress				Points progress		
Reading all	1.43	0.78	0.96	Maths all	1	0.96	1
Reading Disadvantaged	1.5	1	0.75	Maths Disadvantaged	1.5	0.75	0.75
Writing all	0.86	1.07	1.04	SPAG all	0.21	1	1
Writing Disadvantaged	1.5	1	1	SPAG disadvantaged	1	1.5	1

YEAR 3: (Number of pupils: 10 All 4 Disadvantaged)

Working at or above expected	Reading	Writing	Mathematics	EGPS	Re, Wr, Ma
All Pupils	80%	80%	80%	80%	70%
Disadvantaged	50%	50%	50%	50%	25%

Working at greater depth / higher standard	Reading	Writing	Mathematics	EGPS	Re, Wr, Ma
All Pupils	20%	30%	20%	20%	20%
Disadvantaged	25%	25%	25%	25%	25%

Year 3: Progress over year

	Points progress				Points progress		
Reading all	1	0.9	1.1	Maths all	0.95	0.95	1
Reading Disadvantaged	1	0.88	1	Maths Disadvantaged	0.87	0.88	1
Writing all	1	0.95	1	SPAG all	0.9	1.05	0.95
Writing Disadvantaged	1	0.88	1	SPAG disadvantaged	1	0.88	0.88

YEAR 4: (Number of pupils: 10 All 5 Disadvantaged)

Working at or above expected	Reading	Writing	Mathematics	EGPS	Re, Wr, Ma
All Pupils	60%	50%	60%	50%	50%
Disadvantaged	60%	40%	40%	40%	50%

Working at greater depth / higher standard	Reading	Writing	Mathematics	EGPS	Re, Wr, Ma
All Pupils	40%	30%	30%	20%	30%
Disadvantaged	20%	20%	20%	20%	20%

Year 4: Progress over year

	Points progress				Points progress		
Reading all	1	1.05	1.1	Maths all	1.05	1	1
Reading Disadvantaged	1	1	1.2	Maths Disadvantaged	1.1	1	1
Writing all	1.1	1	1	SPAG all	1	0.95	1
Writing Disadvantaged	0.9	1	1	SPAG disadvantaged	1	0.9	1.2

YEAR 5: (Number of pupils: 9 All 2 Disadvantaged)

Working at or above expected	Reading	Writing	Mathematics	EGPS	Re, Wr, Ma
All Pupils	78%	78%	78%	56%	78%
Disadvantaged	50%	50%	50%	50%	50%

Working at greater depth / higher standard	Reading	Writing	Mathematics	EGPS	Re, Wr, Ma
All Pupils	44%	33%	22%	33%	22%
Disadvantaged	0%	0%	0%	0%	0%

	Points progress				Points progress		
Reading all	1.27	1	0.95	Maths all	0.89	1	1.11
Reading Disadvantaged	1.5	1	0.75	Maths Disadvantaged	0.5	1	1.25
Writing all	1	1	0.95	SPAG all	0.95	0.94	1
Writing Disadvantaged	1	1	0.75	SPAG disadvantaged	1	0.75	1

YEAR 6: (Number of pupils: 11 All 4 Disadvantaged)

Working at or above expected	Reading	Writing	Mathematics	EGPS	Re, Wr, Ma
All Pupils	82%	91%	73%	73%	73%
Disadvantaged	100%	100%	100%	100%	100%

Working at greater depth / higher standard	Reading	Writing	Mathematics	EGPS	Re, Wr, Ma
All Pupils	36%	36%	27%	36%	18%
Disadvantaged	50%	50%	25%	50%	25%

Year 6: Progress over year

	Points progress				Points progress		
Reading all	1	1.09	0.68	Maths all	1	1.04	0.91
Reading Disadvantaged	1	1	0.75	Maths Disadvantaged	1	1	1
Writing all	1.1	1.18	0.86	SPAG all	1.14	1	0.77
Writing Disadvantaged	1	1	0.75	SPAG disadvantaged	1	1	0.75

Pupil-premium pupils have been recognised in celebration assemblies equally. All PP pupils have attended trips and some have accessed extra-curricular clubs. Food parcels have been handed out weekly to PP families in need. Families can ask for support if they feel they need it and school are quick to respond.

Little Wandle Phonics has been implemented and monitored throughout the year. Reading practise sessions have been continuously delivered. PP pupils in KS1 have made good progress or better, except for one pupil with additional needs. The sessions have been run smoothly with the addition of the funded teaching assistant for smaller groups.

The 2023/24 academic year will see the introduction of the Mastering Number maths scheme in KS2 classes. This intervention is delivered to the whole class but should develop particular weak points of target pupils.

Year 5/6 Pupil Premium pupils require additional in-class support and tailored interventions to close the gap with their peers. They will received support for their additional needs.

Year 1 PP pupils require additional support. This will be a small class next year with extra adults to support pupils in-class. They will also be identified for interventions such as Phonics boosters.

2 EYFS pupils were added to the Pupil Premium list throughout the course of the year. Both have additional needs and require extra support. More tailored support should be planned in for these pupils to close the gap next year. Access to the Reception classroom during their time in Year 1 should help with transition and may mean specific interventions and next steps are easier to access. New reception intake for September (and any other in-year transfers) need to be monitored closely. If pupils are identified as PP after the publication of this strategy, changes may need to be made in order to best support the new students.

Some PP pupils in all classes have received Maths tutoring, the majority of which has been carried out by the class teacher. These pupils made expected progress or better.

Writing tuition has been put in place for several PP pupils. These pupils made expected progress or better. This has been conducted by a teaching assistant or the head teacher.

Most PP pupils have made expected progress or better in all areas. Those who have not made expected progress also have additional SEND as well as Pupil Premium.

Positive Play has been implemented for just under 20% of PP pupils. However, it has been recognised that many of the PP pupils would benefit from a group nurture session

to support them in developing their social and emotional skills and well-being. Nurture Group training will begin in September and pupils will be identified for termly groups.

All pupils have accessed Forest Schools and some have been to allotment sessions. This will continue in to the new academic year.

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
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
My Maths	Oxford University Press
Mastering Number	NCETM
Grammar teaching sequences	Classroom Secrets
Literacy scheme	Literacy Tree
Seesaw Learning Platform	Seesaw