

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	Westgarth Primary
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	12% (38)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs J Woodhead, Head Teacher
Pupil premium lead	Mr M Calton, Assistant Head Teacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,075
Recovery premium funding allocation this academic year	£5,655
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£10,524
Additional top up from school budget	
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	£81,254

Part A: Pupil premium strategy plan

Statement of intent

At Westgarth we aim for all children to experience an engaging, stimulating and positive experience of learning in order to realise their full potential as well as enrich their lives. Our goal is to improve the rate of attainment across the whole school, ensuring that all pupils reach at least the expected standard in Reading, Writing and Maths and gaps in learning are filled. The funding received from the Pupil Premium will be used in various ways in order to overcome the barriers to learning and achievement which we have identified and allow all children to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils who are eligible for PP are over-represented in persistent absence data</i>
2	<i>Pupils' Learning behaviours such as resilience and perseverance and their emotional needs, including self-esteem, have all been made worse following lockdowns and time away from school</i>
3	<i>Pupils have a range of social and emotional needs and have experienced a range of challenging experiences, with learning and learning behaviour affected as a result</i>
4	<i>Missed learning due to previous wider school closures exacerbated due to a lack of support to deliver home learning</i>
5	<i>Parents/carers can lack engagement with school and conversations around supporting learning happen less frequently or not at all</i>
6	<i>Delayed play and social skills for many children which impacts on learning behaviours. 'Self-regulation' is an issue throughout the school</i>
7	<i>Home supported learning routines such as frequent reading and practising of basic skills appears to have lessened</i>

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
Rates of progress are maximised and individual progress data shows enhanced rates of progress.	<ul style="list-style-type: none"> • Ambitious PP target setting to ensure progress rates are maximised • Evidence of successful interventions demonstrating clear impact on individual's progress • Effective utilisation of data to target intervention precisely and with notable impact • Improvements in Quality First teaching to enhance the opportunities and experiences for all • Effective deployment of support staff • Impact of school closure is minimised
Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils and, indirectly, that of their peers.	<ul style="list-style-type: none"> • Pupils will be resilient learners who persevere when they find things challenging • Pupils will be able to concentrate on their learning and this will be reflected in the progress they make • Staff using opportunities during social times, such as playtimes, to foster and reinforce positive adults/child relationships which will add to mental wellbeing of pupils • Evidence of successful interventions • Referrals to other agencies result in positive support being provided • Children, staff and parent surveys reflect effective support as well as conversations with families • A safe and engaging outdoor environment that supports children's wellbeing through structured play activities is in place
Varied and enriching opportunities are offered to PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities	<ul style="list-style-type: none"> • Pupils financially supported to attend residential and visits to enrich their life experiences • Provision of ICT as required
Engagement of PP families with school to support children and address issues	<ul style="list-style-type: none"> • Recorded structured conversations have taken place • Westgarth is a school where communication and working alongside families is valued and staff 'go the extra mile' • Staff awareness and accommodation of families needs and persistence in ensuring those families do engage and attend

	<ul style="list-style-type: none"> • Offer a variety of methods for parents/carers to communicate with school and valuable time allocation to do so
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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: £37,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the rate of attainment across the whole school, ensuring that pupils reach at least the expected standard in Reading, Writing and Maths and gaps are filled. To be achieved by ensuring staff to pupil ratios are high and teachers have capacity to give disadvantaged pupils additional support in class as well as dedicated, structured intervention time. Maintaining small class sizes and high adult: pupil ratio where possible	<p>Small class sizes and the best ratios of support mean that pupils have a greater number of opportunities for small group work focused on specific areas. It also means that during lessons, teachers are able to support pupils better. Pupils will make better progress as a result. Staff employ diagnostic assessment and pre-teaching techniques</p> <p>DFE report 2021 found: <i>Primary aged pupils have experienced a learning loss in reading and mathematics. This was typically equivalent to between 2.0 and 2.3 months of progress in reading, and between 3.1 and 3.6 months in mathematics. There was further learning loss in primary schools in England, particularly in reading, following restrictions to in-person learning in early 2021.</i></p>	2, 4, 6,
Ensure enrichment opportunities are planned to enhance the curriculum and specialist teachers are used for specific areas.	We want to invest PP in ensuring that our pupils have experiences that they may not get and ones which will provide them with the vocabulary and experiences that will enhance their learning. Specialist teachers will enthuse and engage the children and help to ensure they make progress, e. French, Chess, Outdoor Education, PE	2, 3, 6,

	<i>A successful implementation of this approach last year has underlined the value of this on pupil's engagement and application of soft skills which positively impacted attainment</i>	
Further improve staff confidence and quality of teaching in reading	Kelly Ashley CPD to address reading fluency and develop staff <i>Specific 'Reading for Pleasure' focused PD day utilising English Hub Challenge Checklist, Self-Evaluation Tool and DFE Reading Framework</i>	4, 7

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

Budgeted cost: £30,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the rate of attainment across the whole school, helping pupils to catch up with lost learning by employing additional staff to release class teachers to work with targeted groups	Class teachers to deliver targeted intervention, pre-teaching and quality individual/small group feedback sessions during allocated times. This allows the teacher to provide the support in a much wider context and apply a holistic approach <i>EEF report states: "Tuition delivered by qualified teachers is likely to have the highest impact."</i> <i>Feedback, Metacognition and Self Regulation and Reading Comprehensive Strategies are the three most effective strategies to employ in Primary Education according to EEF Toolkit</i>	2, 4,
Small group, targeted guided reading and writing tuition with	<i>EEF report states: "Tuition delivered by qualified teachers is likely to have the highest impact."</i>	2, 4

qualified teachers in KS2	<i>Feedback, Metacognition and Self Regulation and Reading Comprehensive Strategies are the three most effective strategies to employ in Primary Education according to EEF Toolkit</i>	
Pupils will be resilient learners who persevere when they find things challenging	Smaller class sizes and targeted interventions from class teachers and specialist providers mean that resilience can be addressed on a 1:1 basis and applied across the curriculum. Resilience is celebrated at Westgarth and forms one of the four Curriculum Drivers.	1, 2, 4
1:1 additional reading support through Beanstalk and other adults in school	<i>EEF Toolkit Strand Reading Comprehension</i>	7
Target gaps in Early Years language development with specific CPD and trained Teaching Assistant	Nuffield Early Language intervention training: <i>Children receiving the NELI programme made the equivalent of +3 additional months in oral language skills compared to children who did not receive NELI.</i>	2, 3,

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

Budgeted cost: £13,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Counselling provision and 1:1 and small group art therapy	<i>Studies show that school staff can appreciate the availability of a professionally qualified counsellor who can support these children and young people once they have been identified. (Counselling in Schools Blueprint)</i>	3, 5
MC to meet with PP children to identify the main barriers to	<i>Recommendations from Sir John Dunford</i>	1, 3

learning for disadvantaged children		
Where possible, positive discrimination to engage and build confidence by choosing and selecting PP where appropriate	<i>Recommendations from Sir John Dunford</i>	1, 5
A focus and awareness from teaching staff to build relationships with PP families, in particular those who are reluctant to engage	<i>Recommendations from Sir John Dunford</i>	5
PP families are supported financially in children attending residential visits. Therefore they do not miss out on a range of spiritual, moral, social and cultural capital.	<i>Recommendations from Sir John Dunford</i>	2, 3

Total budgeted cost: £81,254

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.

Aim	Outcome
A higher percentage of disadvantaged pupils reach age related expectations across the school	No national data due to COVID. Attainment through school has been affected due to COVID impact and this needs to be targeted going forward.
Social and emotional issues addressed	Major successes were achieved in terms of providing emotional support during school closures and supporting home learning. Bespoke timetables and support was provided for children who struggled to return and reintegrate into school.
Improved rates of progress for disadvantaged pupils across the school	No national data due to COVID. Attainment through school has been affected due to COVID impact and this needs to be targeted going forward. This remains a focus.
Continue to close the attendance gap	Attendance was massively affected due to pandemic, bubble closures, school closures and self-isolation. This remains a focus.
Increased parental/pupil engagement.	Levels of engagement were difficult to maintain with children being out of school for so long. Parents felt supported and feedback from parents was positive. This continues to be a focus moving forward.

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
Anxiety Workshops	The Link
Art Therapy	Creative Minds Community
Chess	Chess 4 Schools
Outdoor Education	Outdoor Ambition