

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	Westleigh St. Paul's CE Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	54%
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	July 2022
Statement authorised by	Jill Hankinson
Pupil premium lead	Jill Hankinson
Governor lead	Terence Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,984
Recovery premium funding allocation this academic year	
School led tutoring	£12,555
Covid catch-up premium	£16,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intent for children in receipt of pupil premium is that they have the same opportunities to all other pupils, regardless of family income or other social issues. All children deserve to be supported in their learning journey to be the best they can be and make at least expected progress from their starting point.

Our ethos, values and vision statement reflect this common purpose and staff belief that all children can succeed is evident throughout school.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support e.g. additional opportunities for those with little parental support.

Over time, the strategies we have developed and the impact of spend has shown the gap between disadvantaged and non-disadvantaged pupils to be negligible. Although we do recognise that this is more so in progress rather than attainment as historically, some non-disadvantaged pupils have higher starting points.

Our strategy integrates plans for education recovery, especially in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected through the appointment of an Academic Mentor.

Our key principles are:

- To ensure disadvantaged pupils are challenged in the work that they're set.
- To adopt an early intervention approach where needed on an individual basis.
- To have whole school accountability for the nurture, care and progress of disadvantaged pupils.
- To have high aspirations for all.

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy, including speech and language, limited vocabulary and comprehension skills.
2	Limited perseverance/resilience and low self-esteem. (Worsened since pandemic).

3	Poor health and wellbeing including mental health issues. (Worsened since pandemic).
4	Children entering school with well below average baseline and lack of school readiness.
5	Increasing amounts of children with SEMH and behaviour issues.
6	Lack of enrichment experiences (life experiences) and resources at home due to deprivation, and poor parental support with learning.
7	Low aspirations and expectations from family, including lack of positive role models. Additional social issues in the community e.g. domestic violence, substance abuse.
8	Attendance and punctuality.
9	Impact of partial school closures and bubble closures resulting in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
Improved language skills including oracy for all PP children within school, using speech and language programmes effectively.	PP children have a rich literacy based curriculum resulting in more children achieving GLD and end of year expectations, and higher ability PP children studying at greater depth. Children accessing NELI demonstrate impact of programme through assessments and observations.
Increased engagement in lessons where children persevere with challenging learning within an ethos of Growth Mindsets and SUMO.	PP children develop a “can do” attitude and are not afraid of failure. Self-esteem is boosted when perseverance pays off, and children are proud of their achievements.
School and families work together to ensure children can live healthy lifestyles.	PP children and families have support with healthy lifestyles including cleanliness, diet and exercise, and PP children needing the school counsellor have access to this service.
Improved targeted provision for PP children in Reception, including additional intervention programmes where appropriate.	PP children in Reception make rapid progress which is good compared to their starting points, and a greater number of PP children achieve GLD by the end of the year.
PP children develop strategies to control emotions, behaviour and well-being.	PP children can access the full curriculum and are not hampered by negative thoughts or feelings. Evidence from interventions e.g. counselling and Simply Wellbeing input

	show a positive impact on children's well-being.
Children are offered a range of experiences including visits to exciting places, visitors to school and a good choice of extra-curricular after school clubs. Parental engagement is sought through attendance at parent's evenings, direct communication with teachers and encouragement to help with homework.	PP children are no longer disadvantaged by not having a range of life experiences to enjoy and draw upon during their learning. Learning is enhanced for PP children by providing a range of first hand experiences including extra-curricular clubs that are free of charge. Increased attendance at parent's evenings is observed, and strong relationships developed between school and home impacts positively on attainment and achievement. Class Dojos shows increase in parental engagement.
Improved aspirations for PP children, enabling them to have a "can do" attitude and a positive outlook on their future.	Social issues are addressed through a holistic approach alongside partner agencies and parents. Parents are encouraged to be good role models and show their children how much they believe their children can achieve. PP children aim high in their learning and develop high aspirations for their futures, including possible future careers.
Improved attendance including punctuality for PP children throughout school.	Targeted support is given via the Pastoral Manager resulting in fewer persistent absentees, increased attendance percentage in line with non PP children and PP children being on time for school and ready to learn. Breakfast club is provided free of charge for those families needing it, resulting in fewer absences.
Improved Reading and Maths attainment for PP children, in line with peers.	KS2 Reading and Maths outcomes in 2023/24 show that more than 80% of PP children achieve the expected standard. Year on year, more PP children meet age related expectations by the end of the year to be more in line with peers.

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: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain an additional teacher to ensure differentiated learning takes place based on effective AFL which challenges and supports children.	Additional quality first teaching has shown effectiveness in an increase of vulnerable children achieving age related expectations.	1,2,4,9
Quality first teaching from expert provision for PSHE in Y6.	Feedback from pupils is positive and this specialist provision further increases their understanding of SRE.	3,6
Curriculum plans to be written showing a broad range of experiential learning through first hand experiences including visits, visitors and after school/lunchtime clubs.	By enabling children from any background to have the same experiences linked with curriculum learning challenges achieve the best learning outcomes, especially with writing.	6
To provide Wider Opportunities music provision (percussion) for Y4 children.	Evidence shows children value this specialist teaching to broaden their knowledge of music and some go on or continue learning to play an instrument.	6

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

Budgeted cost: £40,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA targeted interventions for learning gaps caused by Covid-19.	Based on identified gaps, there is a firm belief based on assessment for learning that children can catch up on missed learning.	1,4,5,9
Appointment of full time Academic Mentor through National Tutoring Partnership.	Tuition targeted at specific needs and knowledge gaps is known to be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.	1,4,9
To retain quality TA support for children with additional needs so that they achieve IEP targets and make accelerated progress.	Progress evidence and IEP reviews show children's needs are well met by delivering appropriate interventions and supporting children in class.	4,2,9
To purchase a DFE accredited scheme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and fluency.	1,9
To retain HLTA to deliver NELI to improve language and communication for Reception pupils with low spoken language skills.	Research shows language interventions can have a positive impact on pupils' language skills. The NELI approach that focuses on speaking, listening and a combination of the two show positive impacts on attainment.	1,4

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

Budgeted cost: £63,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To supply book bags and planners for every child.</p> <p>To supply school water bottles that are refilled daily for each child.</p>	<p>Evidence shows remaining well hydrated allows better learning to take place as hydration is important for the brain. Also supplying book bags/planners/resources has shown to be effective in ensuring all children have what they need for school regardless of socio economic situation.</p>	3,4
<p>To supply free fruit to KS2 children in line with free fruit scheme for KS1.</p>	<p>This supports our curriculum around healthy lifestyles and allows children to aim for their five a day. Evidence showed a slump in concentration mid afternoon so afternoon snack alleviates this.</p>	3
<p>To subsidise breakfast club making it accessible for all and offer free sessions to those most in need.</p>	<p>Research shows how important a healthy breakfast is and how important positive routines can be in helping children to achieve.</p>	3
<p>To appoint an excellent Pastoral Manger who has a clear understanding of families/local community and shares our vision that all children have the right to achieve.</p>	<p>Evidence shows quality pastoral support for children and families is crucial to learning and wellbeing. We aim to remove potential barriers to learning through this approach and early intervention.</p>	2,3,5,6,7,8
<p>To employ the services of Simply Wellbeing (Leanne Cowburn) to deliver specific mindfulness and relaxation techniques to targeted groups of children.</p>	<p>Observations show children develop strategies to manage their feelings and further reduce the barriers to learning caused by emotional imbalances.</p>	3,5,7
<p>To provide targeted SEMH/Behaviour interventions for children who need more support by an experienced HLTA or Headteacher.</p>	<p>Research shows these interventions to be highly effective in minimising conflict or upset, and children are very positive about the sessions.</p>	2,3,5

To provide whole staff training and embed SUMO principles into the school and curriculum.	Research shows SUMO to be highly effective for both adults and children in how they manage their emotions.	5,7
To train new Pastoral Manager to develop and implement new procedures in line with DFE guidance, and further improve attendance and punctuality.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Contingency fund.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	N/A

Total budgeted cost: £187,504

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.

Due to COVID-19, performance measures were not published for 2020 to 2021 and we found discrepancies within our internal tracking data. With this in mind, all children were baselined at the beginning of September 2021.

Despite this, based on our in house knowledge of children and drilling down further into assessments, we found examples where the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum, particularly Reading and Maths.

We believe the reasons for this variance points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. In previous years, the gap between disadvantaged pupils and non-disadvantaged pupils has never been significant.

In our school, closure and remote learning was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This was despite our great efforts to provide a range of accessible high quality home learning, and providing devices and data cards for those who needed them. We also used national resources like BBC Bitesize and Oak National Academy. We were mindful that not all children had support from parents with home learning and set up strategies to overcome this e.g. video calls and rewards via Class Dojos.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues like partial closure and several bubble closures. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

--	--