

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	St Philip Westbrook CE Aided Primary School
Number of pupils in school	589
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Mr Paul Stanley
Pupil premium lead	Mrs Angela Deakin
Governor / Trustee lead	Mrs June Dunning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,385
Recovery premium funding allocation this academic year	£45,440
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	£98,825

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors are committed to meeting the pastoral, social and academic needs of disadvantaged pupils within a supportive, loving and caring environment, in line with our Christian values.

Our primary strategy is to close the attainment gaps between children eligible and not eligible for pupil premium by always providing quality-first teaching for all pupils, with bespoke and personalised intervention and support where needed, to ensure that all pupils succeed.

Challenges

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

Challenge number	Detail of challenge
1	Achievement of age-related expectations in reading, writing and mathematics.
2	Achievement of greater depth
3	Recognition and application of phonics and high frequency words.
4	Acquisition and application of basic English and maths skills.
5	Reading comprehension skills
6	Mathematical reasoning skills
7	Social and emotional needs which impact upon pupils' ability to learn
8	Parental circumstances at home inhibiting engagement in supporting children's learning

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
Higher rates of progress for all pupils eligible for pupil premium.	Pupils make (or exceed) expected progress.
Higher rates of attainment at the age-related expectations for all pupils eligible for pupil premium.	Pupils achieve (or exceed) expected levels in reading, writing and maths

Improved number of pupils achieving greater depth.	Increased percentage of pupils exceed expected levels in reading, writing and maths and exceed expected progress.
Improved scores in phonics screening and application in work.	Pupils achieve phonics screening check pass mark and formative assessment will see application across learning, in addition to supporting ARE attainment in reading and writing.
Gaps in learning and knowledge are identified- targeted teaching and interventions teach to gaps.	Formative assessment will see gaps being addressed. Pupils will make (or exceed) expected progress.
A targeted and individualised approach addresses individual barriers.	Pupils achieve well in terms of academic attainment and social/emotional outcomes. Every child is supported holistically to achieve success.
Pupils can access learning and have self-belief because their social and emotional needs are met.	Pupils are ready to learn and have positive perceptions of themselves as learners.
Raised aspirations and experiences for all children eligible for pupil premium.	Pupils attend visits, events and take part in activities they would not usually be exposed to.

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: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and new schemes of work for teaching staff to focus upon quality first teaching in English including: <ul style="list-style-type: none"> Phonics & Spelling, including a new scheme of work Implementation of the new English scheme of work including reading comprehension, 	EEF states that: 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF recommendations for early literacy: Effectively implement a systematic phonics programme. EEF recommendations:	1, 2, 3, 4, 5

<p>grammar, writing, speaking and listening</p> <ul style="list-style-type: none"> Implementation of electronic learning resources. <p>Time for leaders to monitor, evaluate and secure implementation of progressive curriculum for English, reading and phonics.</p>	<ul style="list-style-type: none"> Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Implement professional development programmes with care, taking into consideration the context and needs of the school. Sutton Trust – quality first teaching has direct impact on student outcomes. 	
<p>CPD for teaching staff to focus upon quality first teaching in Mathematics including:</p> <ul style="list-style-type: none"> Mathematical recall Reasoning strategies <p>Time for leaders to monitor, evaluate and secure implementation of progressive curriculum for maths.</p>	<p>EEF states that: ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF recommendations:</p> <ul style="list-style-type: none"> Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Implement professional development programmes with care, taking into consideration the context and needs of the school. Sutton Trust – quality first teaching has direct impact on student outcomes. 	1, 2, 4, 6
<p>CPD for teaching staff based upon cognitive science – Rosenshine’s principles, including release time for Early Career Teachers.</p>	<p>EEF:</p> <ul style="list-style-type: none"> Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. 	1,2,3,4,5,6

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

Budgeted cost: £32,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tutoring for all pupils eligible for pupil premium	<p>EEF:</p> <ul style="list-style-type: none"> Small group tuition is effective. Overall, the pattern is that small 	1-6

	group tuition is effective and, as a rule of thumb, the smaller the group the better.	
Small group intervention delivered by teachers and TAs.	<p>EEF:</p> <ul style="list-style-type: none"> • Use high-quality structured interventions to help pupils who are struggling with their literacy • Use TAs to deliver high quality one-to-one and small group support using structured interventions • Use TAs to add value to what teachers do, not replace them 	1-6
Individualised intervention	<p>EEF:</p> <ul style="list-style-type: none"> • Use TAs to deliver high quality one-to-one and small group support using structured interventions 	1-6
Individualised intervention through precision teaching	<p>EEF:</p> <ul style="list-style-type: none"> • Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction 	1-6

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

Budgeted cost: £ 6418

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Leader to support families, provide pastoral support and improve attendance	<p>EEF Toolkit:</p> <ul style="list-style-type: none"> • Parental involvement is consistently associated with pupils' success at school. Research shows that pupils who receive appropriate affective support perform better in school (Deslandes et al., 1997). <p>EEF:</p> <ul style="list-style-type: none"> • Offer more sustained and intensive support where needed • Social and emotional learning improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which 	7- 8

	increases progress in attainment.	
Mental Health First Aider support	EEF: <ul style="list-style-type: none"> • Social and emotional learning improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	7
Future in Mind cluster support	EEF: <ul style="list-style-type: none"> • Social and emotional learning improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	7
Support for residential and other enrichment opportunities.	<ul style="list-style-type: none"> • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. 	8

Total budgeted cost: £ 99,914

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.

Outcomes were significantly impacted by the ongoing Covid-19 pandemic.

2020-2021 desired outcomes:

Higher rates of progress for all pupils eligible for PP:

In line with government research, the impact upon younger children's progress has been impacted the most by Covid.

Despite this, pupil premium children in Y2 to Y4 made the equivalent or better progress than non-pupil premium children.

Pupil premium children in Year 5 made better progress than non-pupil premium children.

Pupil premium children in Year 6 made significantly better progress than non-pupil premium children.

Improved Y6 PP combined ARE results:

Combined ARE results for Y6 were in line with non-pupil premium children.

Improve PP pupils' basic reading, spelling and number recall skills:

Internal data demonstrated marked improvement in basic reading, spelling and number recall skills as a result of the effective implementation of the planned actions. These were evidenced through formative assessments, phonics screening check, NFER assessments, SATs assessments.

Improve outcomes in reading for all PP pupils:

Internal data across school evidenced improved outcomes across all year groups as a result of the effective implementation of the planned actions. Assessments included formative assessments, analysis of reading plus programmes, SATS assessments and NFER assessments.

Improved mathematical reasoning skills:

Internal data across school evidenced improved outcomes across all year groups through formative assessment, SATs assessments and NFER maths assessments.

Raised aspirations and experiences for all PP pupils:

Pupil premium children were supported in accessing enrichment opportunities where possible in line with Covid-19 restriction's, these included sports clubs, creative clubs, visits and residential.

Meet the needs of children with attachment and anxiety issues:

Staff, including the mental health first aider, have effectively implemented support, logs evidence improvements.

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