

Pupil premium strategy statement: St Philip Westbrook CE Aided Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils in the last academic year.

School overview

Detail	Data
School name	St Philip Westbrook CE Aided Primary School
Number of pupils in school	603
Proportion (%) of pupil premium eligible pupils	9%
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	September 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Paul Stanley
Pupil premium lead	Mrs Angela Deakin
Governor / Trustee lead	Mrs Jane Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,535
Recovery premium funding allocation this academic year	£7,250
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	£72,785

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Staff and governors are committed to meeting the personal, social and academic needs of disadvantaged pupils within a supportive and caring environment, in line with our Christian values and school vision: 'Together we aim high and with God's love we can fly.'

In order to deliver the greatest impact and close the attainment gap between those children eligible and not eligible for pupil premium funding, evidence-based research and guidance from the DFE forms the basis of our strategy.

High-quality teaching is at the heart of our approach, with a focus upon areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted academic support including specific interventions, resources, staff deployment and targeted support through the National Tutoring programme will also enable pupils to make good progress.

Wider strategies will also effectively be engaged to support personal, social, emotional and behavioural needs for pupils and their families.

Our approach will be responsive to common challenges and individual needs, rooted in robust, diagnostic assessment in addition to an understanding of the non-academic challenges that children face.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments and observations indicate that on entry to Reception, some disadvantaged pupils begin Reception below a level typically seen in reading, writing and mathematics. This has the potential to impact their achievement across school and achieve age related expectations.

2	Internal and external assessments and observations indicate that some disadvantaged pupils have greater difficulties in achieving the higher standards in national assessments.
3	Assessments, observations, and discussions with pupils identify that some disadvantaged pupils have greater difficulties with phonics than their non-disadvantaged peers on entry into school and into KS1.
4	Assessments and observations indicate that some disadvantaged pupils have greater difficulties in the acquisition and application of basic English skills including spelling, punctuation, and vocabulary.
5	Assessments and observations indicate that some disadvantaged pupils have greater difficulty in both oral and written reading comprehension skills.
6	Assessments and observations indicate that some disadvantaged pupils have greater difficulties in oral and written mathematical reasoning skills.
7	Our assessments, observations and discussions with pupils and families have indicated social and emotional issues for some disadvantaged pupils; these are bespoke needs. These challenges have the potential to impact upon pupils' ability to learn.
8	Our discussions with some disadvantaged families indicate that circumstances at home inhibit their engagement in being able to support their children's learning; including ensuring high attendance; these challenges have the potential to impact upon pupils' well-being and academic achievement.

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
High rates of progress for all pupils eligible for pupil premium.	Data shows that pupils make or exceed good progress.
High rates of attainment at the age-related expectations for all pupils eligible for pupil premium.	Pupils achieve (or exceed) age related expectations in reading, writing and maths
Identified pupils achieve greater depth or make good progress towards greater depth.	Targeted pupils achieve the higher standards in reading, writing and maths or exceed expected progress.
Improved scores in phonics screening and application in work.	Y1 pupils achieve the phonics screening check pass mark and formative assessment will see application across learning.
To achieve and sustain wellbeing for all pupils in school, particularly our disadvantaged pupils.	High levels of well-being evident through bespoke support indicated by staff observations and pupil/parent voice. Families are supported as needed indicated by parent voice and successful support in place.

To achieve and sustain high attendance for all our pupils, particularly our disadvantaged pupils.	Sustained high attendance with reduced difference between that of disadvantaged and non-disadvantaged children.
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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: £38, 385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through quality first teaching or targeted support. Diagnostic Assessment Tool EEF	1-6
Further development of teaching and learning in spelling (Y2 – Y6) through the introduction and embedding of the Spelling Seeds scheme of work.	The impact of quality first teaching upon pupil progress is evidenced clearly. The activity undertaken will focus upon building knowledge, motivating teachers, developing teaching techniques and embedding practice, as recommended by the EEF. Effective Professional Development EEF Evidence shows that a key focus upon spelling is a vital part of improving literacy skills in both key stage 1 and key stage 2. Improving Literacy in KS1 Recommendations Poster EEF Improving Literacy in KS2 Recommendations Poster EEF	1-6
Further develop oracy through the introduction of a clearly defined oracy strategy.	Evidence show that developing children’s speaking and listening skills is a key recommendation in improving children’s literacy in both key stage 1 and key stage 2. Improving Literacy in KS1 Recommendations Poster EEF Improving Literacy in KS2 Recommendations Poster EEF	1, 2, 3, 4, 5

	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our mathematics teaching and curriculum planning in line with EEF guidance.</p> <ul style="list-style-type: none"> • CPD: all staff will be trained (or refreshed) in Singapore maths • CPD: New staff will be supported, coached and guided in their teaching of Singapore maths • The progressive sequenced curriculum for maths will be extended into EYFS with the implementation of the Maths No Problem curriculum in EYFS 	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>The recommendations that are advised in the reports will all be developed through the planned mathematics development.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>The Maths No Problem curriculum will address all the recommendations.</p> <p>Early Years Toolkit Numeracy Approaches EEF</p> <p>The Maths No Problem curriculum will address all the recommendations.</p>	1, 2, 6

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

Budgeted cost: £16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring programme to provide 1-1 tutoring for pupils whose education has been impacted the most by the pandemic, including disadvantaged pupils who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Research evidence suggests that small group tuition is effective. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1-6

Small group interventions delivered by teachers and teaching assistants will be targeted at disadvantaged pupils who require further support in English and Mathematics.	Evidence suggests that high-quality structured interventions can help pupils. Teaching Assistant Interventions EEF	1-6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £ 17,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Leader to support social and emotional pastoral work in school with children.	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. Social and Emotional Support EEF	7
Pastoral leader to support family work.	Parental involvement is consistently associated with pupils' success at school. Research shows that pupils who receive appropriate affective support perform better in school Parental Engagement EEF	7-8
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8

Total budgeted cost: £ 72,785

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using KS1 and KS2 performance data, phonics check results and our own internal assessments.

It is important to acknowledge that nationally COVID-19 has had a significant impact upon the education system and this disruption has affected schools and pupils differently. Statutory assessments have returned for the first time, without adaptations, after disruption caused by the pandemic.

To help us gauge the performance of our disadvantaged pupils we compared the school's data to non-disadvantaged pupils at a national, regional and school level, although the government advises that this should be treated with caution.

For our school, data for disadvantaged pupils requires careful analysis and comparisons as the number of disadvantaged children in each year group is very few; it is important to take this into account when looking at percentages. As a school we also recognise that the profile of non-disadvantaged pupils can change year to year and we always treat disadvantaged children as individuals in order to support them in achieving their potential.

Overall, the progress and attainment of the school's disadvantaged pupils is in line with our high expectations and this pupil premium strategy, despite the impact of the pandemic. Non-disadvantaged children in our school achieve very well when compared to non-disadvantaged children both locally and nationally.

The well-being of disadvantaged children across school has also been supported effectively during the last academic year through bespoke intervention from school staff and evidenced by pupil and parent voice.

A number of families have been effectively supported by school staff and wider professionals, enabling them to engage more effectively with their children's learning.

Absence among disadvantaged pupils for the academic year was 93.5% compared to non-disadvantaged pupils of 95%.

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