

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	609
Proportion (%) of pupil premium eligible pupils	9.6%
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Paul Stanley
Pupil premium lead	Miss D Stewart
Governor / Trustee lead	Mrs Jane Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78480
Recovery premium funding allocation this academic year	£ 3190
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	£81670

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 and caring environment, in line with our Christian Values. As with every child in our care, a child who is considered to be disadvantaged is valued, respected and equally entitled to develop their full potential, irrespective of need.

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	Internal and external assessments and observations indicate that some disadvantaged pupils have greater difficulties in achieving the higher standards in national assessments
3	Internal and external assessments and observations indicate that some disadvantaged pupils have greater difficulties in the recognition and application of phonics and high frequency words.
4	Assessments and observations indicate that some disadvantaged pupils have greater difficulties in acquisition and application of basic English skills including spelling, punctuation and vocabulary .
5	Assessments and observations indicate that some disadvantaged pupils have greater difficulties in both oral and written reading comprehension skills
6	Assessments and observations indicate that some disadvantaged pupils have greater difficulties in both oral and written mathematical reasoning skills
7	Observations and discussions with pupils and families have indicated social and emotional needs; these are bespoke needs which have the potential to impact 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
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.	Targeted pupils achieve the higher standard in reading, writing and maths or exceed expected progress.
Improved scores in phonics screening and application in work.	Pupils achieve phonics screening check 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: £42 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Self led professional development including CPD from the National College (responsive to the needs of pupils)</p> <p>Individual coaching sessions to support staff with literacy and vocabulary</p> <p>Support for ECT and staff - inclusive of professional development such as NPQs</p> <p>Evidence based CPD for teaching staff to focus upon quality first teaching in English including:</p> <ul style="list-style-type: none"> • Phonics & Spelling • Implementation of the English scheme of work including reading comprehension, grammar, writing, speaking and listening • Oracy 	<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 for early literacy: Effectively implement a systematic phonics programme.</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 a direct impact on student outcomes. 	<p>1, 2, 3, 4, 5</p>
<p>CPD for teaching staff to focus upon quality first teaching in Mathematics including:</p> <ul style="list-style-type: none"> • Mathematical recall 	<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>1, 2, 4, 6</p>

<ul style="list-style-type: none"> Reasoning strategies 	<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. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tutoring for all pupils eligible (NTP)	<p>EEF:</p> <ul style="list-style-type: none"> 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. 	1-6
Small group intervention delivered by teachers and TAs. Including vocabulary interventions for pupils with poor oral language and communication skills.	<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 - including target interventions and resources to meet the needs of SEND	<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: £ 20 670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Leader to support families	<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 	7
Pastoral support team - supporting with pupils' social, emotional and behavioural needs	<p>EEF:</p> <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. 	7-8
Mental Health First Aider support	<p>EEF:</p> <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	<p>EEF:</p> <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 extracurricular activities, residentials and other enrichment	<ul style="list-style-type: none"> Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. 	8

opportunities such as music lessons		
Attendance: Use of support to improve attendance and foster links with parents	Research identifies that school attendance impacts upon achievement.	

Total budgeted cost: £ 81 670

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.

Outcomes were impacted by the ongoing Covid-19 pandemic.

2022-2023 desired outcomes:

Higher rates of progress for all pupils eligible for PP:

Despite this, pupil premium children in Y1, Y4, Y5 made the equivalent progress than non-pupil premium children.

Pupil premium children in Year 3 made better progress than non-pupil premium children.

Pupil premium children in Year 6 made the equivalent progress than 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, these included sports clubs, creative clubs, visits and residential and were all supported by the school.

Meet the needs of children with attachment and anxiety issues:

Staff, including the mental health first aider, have effectively implemented support, logs evidence improvements. Attendance for disadvantaged pupils improved.