

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	586
Proportion (%) of pupil premium eligible pupils	47 (8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£72470
Recovery premium funding allocation this academic year	£0
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	£72470

Part A: Pupil premium strategy plan

Statement of intent

At St Philip Westbrook Church of England Primary School, following our school vision 'Together we aim high and with God's love we can fly' we are committed to providing an inclusive and enriching educational experience for all our pupils. Our Pupil Premium strategy is designed to ensure that every child, regardless of their background or socioeconomic status, is given the opportunity to achieve their full potential.

The Pupil Premium funding is used to address the inequalities that exist between disadvantaged pupils and their peers. Our goal is to close the attainment gap and remove barriers to learning, while nurturing the holistic development of every pupil. This aligns with our school's Christian values of respect, compassion, wisdom, trust, perseverance, fairness, fellowship, hope, through which we foster a safe, supportive, and stimulating environment for all.

Key principles of our strategy plan:

1. **Raising Attainment:** We aim to accelerate progress and raise the attainment of disadvantaged pupils through targeted academic support, high-quality teaching, and personalised interventions.
2. **Supporting Well-being:** The mental, emotional, and social well-being of our disadvantaged pupils is a priority. We will provide access to additional resources such as pastoral care, mentoring, and extracurricular activities to promote well-being and resilience.
3. **Enhancing Engagement:** Through collaborative work with parents, teachers, and external partners, we aim to foster an environment where all pupils are fully engaged in their learning, with high aspirations for their future. We work together to ensure that pupils attend school and overcome any barrier which may be present.
4. **Inclusive Opportunities:** We will ensure that disadvantaged pupils have access to a wide range of enrichment activities, trips, and experiences that broaden their horizons and contribute to their personal development.
5. **Monitoring and Evaluation:** Our strategy will be regularly reviewed and adjusted to reflect ongoing evaluations of the impact of our interventions, ensuring that we meet the changing needs of our disadvantaged pupils.

Through these strategic aims, we strive to build an environment where every pupil at St Philip Westbrook Primary School feels valued, supported, and equipped to succeed.

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 indicate that although our pupils make good progress from their starting point, securing achievement of age-related expectations in reading, writing and mathematics can be challenging for some disadvantaged children.
2	Disadvantaged pupils do have greater difficulties in achieving the higher standards in national assessments.
3	Some disadvantaged pupils (especially those with SEND) have greater difficulties in the recognition and application of phonics and high frequency words.
4	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.
5	Our discussions, and monitoring of attendance indicate that for some disadvantaged children their 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 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
Continued strong rates of progress for all pupils eligible for pupil premium.	Pupils make (or exceed) expected progress.
Continued strong 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.
Continued improved scores in phonics screening and application in work.	Pupils continue to achieve phonics screening check and formative assessment will see application across

	learning in addition to supporting ARE attainment in reading and writing.
Continue to identify, and successfully address, gaps in knowledge and understanding.	Formative assessment will see gaps being addressed. Pupils will make (or exceed) expected progress.
Continue a targeted and individualised approach, addressing individual barriers.	Pupils achieve well in terms of academic attainment and social/emotional outcomes. Every child is supported holistically to achieve success.
Continue to promote self belief to ensure that social and emotional needs are met.	Pupils are ready to learn and have positive perceptions of themselves as learners.
Continue to raise 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. Pupils are represented in pupil groups. Pupils have high future aspirations.
Continue to improve attendance of pupil premium children.	Pupil premium attendance figures are in line with that of non pupil premium figures. Persistent absence figures are significantly lowered.
Engage parents at every opportunity.	Pupils premium parents to attend the catalogue of events provided to parents.

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: £36,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff self led professional development including CPD from the National College (responsive to the needs of pupils)	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.'	1, 2, 3,



<p>Individual coaching sessions to support staff including oracy, phonics, maths and literacy</p> <p>Support for ECT and staff - inclusive of professional development such as NPQs</p> <p>Evidence based CPD for teaching staff and TAS 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>Support for TAs to provide quality feedback which instantly impacts upon learning</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. ● 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>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. <p>EEF- Feedback</p> <p>1. Providing feedback is a well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tutoring for all pupils eligible (NTP)	EEF: <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 2 3
Small group or bespoke 1-1 intervention delivered by teachers and TAs. Including vocabulary interventions, speech and language programmes, ELSA and talk about groups for pupils with poor oral language and communication skills.	EEF: <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 2 3
Individualised intervention - including target interventions and resources to meet the needs of SEND	EEF: <ul style="list-style-type: none"> Use TAs to deliver high quality one-to-one and small group support using structured interventions 	1 2 3
Targeted Nurture Group to support children's well-being whilst also supporting them to understand their emotions.	<ul style="list-style-type: none"> EEF Social and emotional learning (SEL) +4 months Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning 	4 5

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Leader to support families	<p>KCSIE 2024</p> <p>Highlights - Early help is more effective in promoting the welfare of children than reacting later. It can prevent problems escalating and improve outcomes for children, young people, and families.</p> <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 <p>EIF</p> <ul style="list-style-type: none"> ● Early intervention can support four important aspects of children's development: physical, cognitive, behavioural, and social and emotional. ● "An investment in early intervention is an investment in the future of our children, ensuring they receive the support they need to thrive both academically and personally." 	4 5
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. 	4 5



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.	4 5
Support for extracurricular activities, residentials and other enrichment opportunities such as music lessons	<ul style="list-style-type: none">• Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	4 5
Attendance: Use of support to improve attendance and foster links with parents	OFSTED guidance places emphasis on improving attendance <ul style="list-style-type: none">• Effective strategies for improving attendance, including building strong relationships with families, understanding the reasons behind absences, and creating a positive school environment.• "The Importance of Attendance" - This research emphasises the link between attendance and academic success, highlighting the need for proactive measures to address absenteeism.	5

Total budgeted cost: £72,460

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 2023 to 2024 academic year.

At St Philip Westbrook Church of England Primary School, we are committed to ensuring that our Pupil Premium strategy not only meets the needs of disadvantaged pupils but also delivers tangible improvements in both academic and personal outcomes. The 2023-2024 academic year has seen progress in narrowing the attainment gap between disadvantaged pupils and their peers, supporting their holistic development, and promoting overall engagement.

1- Achievement of age-related expectations in reading, writing and mathematics.

- **Impact:** At the end of 2023-2024, all disadvantaged pupils in Y6 demonstrated noticeable improvements. Only one pupil premium child (who had SEND) out of the 7 pupil premium children did not achieve age related expectations in at least two areas.

2- Internal and external assessments and observations indicate that some disadvantaged pupils have greater difficulties in achieving the higher standards in national assessments

- **Impact:** Two Y6 pupil premium children achieved the greater depth standard in reading. Two Y6 pupil premium children achieved the greater depth standard in spelling, punctuation and grammar.

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.

- **Impact:** Of the 7 pupil premium children in Y1, only 1 pupil premium child did not pass the phonics screening check, this child had SEND needs and had made significant progress throughout the year. All Y2 pupil premium children who retook the phonics screening check passed.

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.

- **Impact:** Only 2 pupil premium children in Y6 did not achieve the expected standard in SPAG, one who scored 99 and one who had SEND but had made considerable progress. Two pupil premium children achieved the higher standard in SPAG.

5 - Assessments and observations indicate that some disadvantaged pupils have greater difficulties in both oral and written reading comprehension skills

- **Impact:** In Y6, 6 out of 7 pupil premium children achieved ARE in reading, only 1 pupil premium child with SEND did not achieve the expected level in reading. Two children achieved the higher standard.

6- Assessments and observations indicate that some disadvantaged pupils have greater difficulties in both oral and written mathematical reasoning skills

- **Impact:** Of the 7 Y4 pupil premium children, all scored above 22 in the MTC with 3 scoring full marks. This is above the average national score which was 20.7.

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.

- **Impact:** Well-being support services were widely accessed, with over 70% of disadvantaged pupils participating in pastoral programs and social skills groups. Feedback from pupils, teachers and parents indicated improvements in emotional regulation, confidence, and peer relationships. 100% of those children who needed to access this support, successfully did so.

Behaviour and Engagement: The number of behaviour-related incidents involving disadvantaged pupils was lower than that of non pupil premium children.

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

- **Impact:** Attendance for disadvantaged pupils improved slightly from the previous year and remained well above that of the national average. Pupil premium children with lower attendance had SEND or medical needs which resulted in time off school.

Parent engagement sessions saw an increase in participation with all pupil premium parents attending meetings, fostering stronger home-school relationships and enabling better support for learning at home.

Extracurricular involvement improved significantly with over 70% of disadvantaged pupils participating in at least one extracurricular club. Involvement in activities such as music, sports, and art provided additional opportunities for personal growth, leadership, and teamwork. Consultations and pupil voice showed that the 30% of children who did not access school clubs participated in additional activities outside of school.

Conclusion

The Pupil Premium strategy implemented during the 2023-2024 academic year has had a substantial positive impact on disadvantaged pupils at St Philip Westbrook Primary School. Not only has it contributed to closing the attainment gap, but it has also promoted personal development, well-being, and engagement in an inclusive school environment. We remain committed to refining our approach to ensure that every child has the opportunity to succeed, regardless of their background.