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	Westoe Crown Primary School
Number of pupils in school	661 including nursery 609 excluding nursery
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021- 2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Steve Price Head Teacher
Pupil premium lead	Steve Price Head Teacher Pupil Achievement Leaders in EYFS/KS1/KS2
Governor / Trustee lead	Vicky Long, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,820
Recovery premium funding allocation this academic year	Funding for 2021-22 academic year only
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	£182,820

Part A: Pupil premium strategy plan

Statement of intent

Our school motto is 'Expect the Best, Achieve Success' and this motto threads through our intent that all pupils achieve highly and make the best possible progress they can across all subject areas, including in their personal development.

The aim of our pupil premium strategy is to lend a helping hand to those disadvantaged children so that they are afforded the same opportunities as other groups by removing barriers and allowing full participation in the wider curriculum, including learning that promotes the building of 'cultural capital' experiences. We expect the best for all our children and our focus is to 'level up' by having high aspirations and expectations for our disadvantaged children; tackling disadvantage at Westoe Crown is not only about supporting low attainers, just as much emphasis is placed upon middle and high disadvantaged attainers by looking at looking at individual classes and groups. The Education Endowment Foundation has noted that the consequences of the pandemic will be far reaching for all children, but particularly those from disadvantaged backgrounds.

We aim to ensure that there is a whole school approach and effort to accelerate progress and attainment for our disadvantaged pupils. We employ a 'tiered' approach in responding to the complex needs of disadvantaged pupils:

1) A whole school approach promoting learning which sets high expectations and aspirations for all children (Quality First Teaching). We aim to provide a consistently high standard of teaching and learning through setting expectations, monitoring performance, personalising learning to meet the needs of children and sharing best practice. This approach is supported by a body of research which found that good teachers are especially important for children from disadvantaged backgrounds.
2) Strategies to identify and support all underperforming children (Targeted Academic Support). School is a place where everyone matters and each child is an unique individual with their own challenges, talents and interests. Staff work hard to identify what might help each child make the next steps in their learning, irrespective of ability. Staff focus on providing targeted support for underperforming children during curriculum time, as well as providing learning support outside school hours.
3) Strategies specifically targeted at supporting children, and their families, from disadvantaged backgrounds. (Wider Strategies). Staff seek out strategies best suited to addressing individual needs, both socially and academically. This may include access to extra -curricular clubs, residential educational visits, specialist support services to address any well-being needs.

School lives out its motto to 'expect the best, achieve success' for all children and there are 'no excuses' made for underperformance. Staff support children to develop growth mind-sets towards learning whilst nurturing self-confidence, motivation and aspiration.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills are exceptionally low on baseline assessments as disadvantaged children historically enter school with poor oral language skills and communication skills. As a result of low income and deprivation, children lack the experiences and vocabulary required of the current curriculum, particularly evident in Early Years where speech and language is lower than expected on entry.
2	Whilst the attainment gap for Year 6 children last year was small and in some cases at the expected+ standard closed, in-year data shows that for other cohorts in school, the attainment gap for disadvantaged children has not closed significantly following periods of national lockdown and isolation of bubbles. Pupils ability to tackle tasks with stamina and sustained concentration has impacted on their ability to encode knowledge in long-term memory. This is turn affects their progress in core subjects.
3	Limited experiences and opportunities outside of the family home as a direct result of low income results in a lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition, progress and attainment.
4	Attainment in phonics at the end of Year 1 was lower last year than in previous years, and disadvantaged were particularly affected by periods of isolation and national lockdowns. As strong reading skills are required to maintain high attainment across all areas of the curriculum, this will remain a key priority.
5	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences, in addition to the challenges through COVID, has seen more pupils experiencing emotional wellbeing needs. The wider family is also requiring support from school staff.
6	Attendance can be a barrier for some disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.

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
To further narrow the attainment gap for disadvantaged pupils by the end of KS2 in Reading, Writing and Maths, GPS and in the combined measure, both at the expected and higher standard.	774% Y6 PP children to meet the expected outcomes in Reading 2023 63% Y6 PP children to meet the expected outcomes in Writing 2023 74% Y6 PP children to meet the expected standard in Maths 2023

To narrow the gap in attainment in phonics for both Y1 and Y2 cohorts	32% Y6 PP children to meet the higher standard in Reading 2023 26% Y6 PP children to meet the higher standard in Writing 2023 32% Y6 PP children to meet the higher standard in Maths 2023 Internal tracking to show that other cohorts are on track to make progress towards the same measure by the time they reach Year 6 in Reading and Mathematics, writing standards are in line with Reading and Maths. 78% PP children to meet the Phonics Screen check (narrowing the gap by 15%) Children with specific SEN will be expected to make at least good progress from their start points accounting for the level of need.
To diminish the disadvantaged gap in communication and language by the end of Reception, preparing children for greater success in all core areas of the curriculum.	All PP children in Reception meet ARE in communication and language. Where a specific SEN has been identified, we will ensure that at least good progress is made from their start points.
To ensure attendance for disadvantaged children is in line with others	Absence gap for disadvantaged narrows from 2.29% (5.85% non-pp compared to 8.14% pp 21/22)
Increased opportunities for Cultural Capital, curriculum visits/visitors and real life experiences, impacting positively on PP children's achievement	Enrichment activities, including residential trips, will be planned across the year to provide a rich breadth of opportunity and experiences to increase learning and vocabulary development.
To provide personalised, targeted pastoral support for identified disadvantaged children to support their emotional well-being in order for them to be happy , secure and fully engaged in school	Children will be identified based upon SEMH needs. Active school support using school staff and external agencies where appropriate for all identified children. Support will impact favourably on children's attendance, attainment and progress.

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: £95,313 (Training, plus additional teacher support).

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide quality CPD	Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly disadvantaged. Bespoke training sourced from ST Educational Psychology Service around metacognition – EEF Metacognition and self-regulation has a significant impact of +7 months. Jolly Phonics training to ensure a consistent systematic programme is delivered across KS1. EEF impact of +5 months. Word Aware training to promote better communication and language outcomes in EYFS. EEF indicates that oral language interventions can impact by +6 months	1,2,3,4
Teacher-led intervention for Reading, Writing, Phonics and Maths	Reduced class size in Year 6 by employing an additional teacher has been an effective strategy to improve outcomes over the past years. EEF indicate +2 months impact. The employment of a part time specialist phonics teacher in KS1/EYFS for small group intervention/tuition has also had very good impact in past years. EEF guide fives a +4 rating for small group tuition. The embedding of the Mastery approach to mathematics using Power Maths scheme has been effective in improving progress and attainment. EEF give a +4 rating for mastery learning. Assistant Head Teacher, Curriculum & Assessment, appointment will ensure that the recovery curriculum prioritises addressing gaps in learning in a timely organised fashion, through quality	2,4

	assuring teaching and learning and interventions.	
To ensure quality teaching and learning so that all teaching is at least good, with an increasing proportion being outstanding.	Good teachers are especially important for children from disadvantaged backgrounds. For disadvantaged children, the difference between a good and poor teacher is a whole year's learning (Sutton Trust 2011 and Social Mobility Commission 2014b). Evidence from EEF suggests that a curriculum embedded consistently benefits children the most.	1,2,4
To that Early Years outdoor provision is further developed	Evidence suggests that children's learning can be enriched when learning opportunities are carefully designed to be carried over into the outdoor provision. Having adult led activities in all areas of the environment enables children to access a more language-rich environment because adults are modelling language in all areas – a priority identified in our baseline assessment	1,3

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

Budgeted cost: £63,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition after school subsidised though the National Tutoring Programme (KS2 English and Maths)	EEF indicates small group tuition has +4 months impact. This tuition will be aimed at PP children most adversely affected by lockdown according to teacher assessment.	2
Internal school tutoring both in small groups and 1:1 where appropriate across KS1 and KS2. Delivered by TA's/HLTA's and teachers.	EEF suggests 1:1 tuition can have a +5 months impact on outcomes and small group tuition can have +4 months impact on progress. We have targeted children who would benefit from face to face tuition with a familiar trusted member of staff who can provide additional emotional support as well as academic learning. EEF indicate social and emotional support can have +4 impact.	2,5
Increased inclusion classroom support (Learning Support	We have increased the support available to pupils via Learning Support Assistants who work 1:1 and in small	1,2,3,4

Assistants) to support PP children with SEN	groups using personalised learning targets and proven strategies to enable children to access learning at their stage of development. We use proven intervention programmes such as Lexia, Talk Boost, Word Aware. EEF suggests Teaching Assistant intervention support can +4 months.	
Phonics and reading based family learning sessions.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. EEF Parental Engagement	1,2,3,4
1:1 target personalised sessions linked to communication and language	Support staff/Learning Support Assistants to follow structure speech and language programme devised by Speech and Language Therapist. DfE (2020) have concluded that due to COVID 19 some pupils entering Reception will have missed more than 20 weeks of early education with most impact being on language development. EEF 2019. Further research into Communication and Language approaches which work – proven to be high impact/low cost and +6 months to children's progress. Procure the services of a qualified Speech and Language Therapist to focus on communication and language on a 1:1 basis. EEF indicate 1:1 intervention can have +5 months progress.	1,3
Effective use of quality resources in school and at home which develop reading comprehension skills and embed mastery approach in mathematics	Use Reading Plus in KS2 both in school and at home to complement skills taught in lessons and personalise learning to the learners needs. Use Power Maths as DfE Approved scheme as a model to develop maths mastery in interventions as well as whole class sessions. EEF indicate mastery learning has +5 impact rating.	2,3

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

Budgeted cost: 24,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child & Family Well-Being Officer (C&FWO)- social and emotional support, attendance and punctuality impacting on readiness to learn.	Our C&FWO has had a very positive impact on increasing engagement and attendance of identified children most adversely affected by periods of partial closure. EEF guide give a +4 rating for impact of increased parental engagement. This year the postholder has undertaken further training and she is delivering social and emotional well-being support for children requiring it, particularly those affected by losing a family member, or those struggling with issues of separation and anxiety post lockdown. Self-regulation strategies and social and emotional learning are consistently linked with successful learning. EEF indicate +4 rating for Social and emotional learning. This postholder also closely monitors attendance and intervenes in a timely way if attendance and/or punctuality is slipping. The link between attendance and attainment is well documented by EEF and others, with children with no absence 1.6 times more likely to achieve ARE at the end of KS2 according to EEF report from 2015.	5,6
Cultural Capital – educational visits, workshops, events, extra-curricular clubs	Cultural Capital is defined as 'the essential knowledge that children need to be educated citizens… cultural capital is the essential knowledge that children need to prepare them for their future success.' (p31 Ofsted EY Inspection Handbook). Offering free/heavily subsidised extra-curricular clubs including: Enterprise clubs, Gardening Clubs, Nurture Clubs, Educational Visits (including residential), choir, specialist music tuition.	3
Embedding the role of mental health champions to support children/families with	We have 3 trained mental health champions in school who are developing a range of interventions/strategies and are able to	5

social, emotional and mental health needs	signpost to external agencies where appropriate. EEF indicates Social and Emotional Learning has +4 months impact.	
To respond and react to unexpected and sudden areas of need amongst disadvantaged children e.g. support with uniform, food vouchers in extreme circumstances	Maslow's 'hierarchy of needs' tells us that children cannot learn until their basic needs are met. Successful social and emotional regulation resulting from children's basic needs being met is consistently linked by research to greater academic attainment.	5,6

Total budgeted cost: £182,820

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.

KS2 Impact

Disadvantaged attainment gaps narrow as children move through school and this was confirmed by our pleasing 2022 KS2 National Curriculum Tests, where outcomes were very close to our pre-pandemic outcomes. This demonstrates that our strategy is having the intended impact on raising attainment and progress in this cohort. In maths 86% of our disadvantaged pupils met the expected+ standard outperforming non-disadvantaged in school (+4%) and the national average (+15%). In reading, the gap narrowed with 68% of disadvantaged meeting the expected+ standard, representing an in-school gap -11% (equivalent to 2 children) and national gap of -6% (equivalent to 1 child). However, 2 disadvantaged children were very close to achieving the expected standard with a scale score of 99. In writing, 64% of disadvantaged achieved the expected+ standard, representing an in-school gap of -6% (equivalent to 1 child) and national gap of -5% (equivalent to 1 child). In the combined measure of Reading, Writing and Maths, 59% achieved the expected+ standard, which represents and in-school gap of -4% (equivalent to less than 1 child), and no gap against national averages. We believe that the good performance of the cohort overall, and of the disadvantaged pupils in particular, can be largely attributed to additional resource e.g. Power Maths, the additional teacher Year 6 teacher, the tutoring and intervention sessions before and after school, funded through our Pupil Premium and Recovery Premium funding allocations. In addition the extended use of Reading Plus in KS2 has been effective at developing the older children's reading fluency and understanding of texts.

KS1 Impact

In phonics, disadvantaged pupils typically perform very well at our school due to the deployment of a part-time specialist phonics teacher, targeted small group teaching, rapid intervention for those at risk of falling behind and careful monitoring by the Pupil Achievement Leader and Literacy Lead. We had a slight dip last year in line with the national trend when 78% of the Year 1 cohort achieved the Screening Check pass mark, with 63% of disadvantaged pupils passing the check. By the end of Year 2 93% had met the phonics screening check, 83% of disadvantaged. We believe that this slightly lower than usual result reflects the impact of lost learning during Reception and Year 1 for these cohorts. Last year's Year 1 and Year 2 cohorts, particularly disadvantaged, were adversely affected by a large number of bubble isolations on top of two periods of partial school closure. The loss in learning is being addressed through the current plan and will be carefully monitored over the academic year (see SDP 2022/23 Priority 4).

KS1 outcomes confirms that disadvantaged attainment gaps have narrowed throughout the course of the year generally to within 1 to 2 pupils, although there is a wider gap in maths where attainment in the non-disadvantaged groups is significantly high. In reading, 63% of our disadvantaged pupils achieved the expected+ standard, the in-school gap narrowed to -11% (equivalent to 2 children), nationally the gap narrowed to -5% (1 child). At the greater depth standard the in-school gap narrowed to -4% (less than 1 child) and closed completely when comparing the national average. In Writing, 63% of the disadvantaged pupils achieved the expected+ standard, representing a narrow in-school gap of -6% (equivalent to 1 child), and positive gap nationally of +4%. At greater depth in writing the in-school gap was -11% (equivalent to 2 children) and -2% nationally (equivalent to less than 1 child). In Maths, 63% of disadvantaged pupils achieved the expected+ standard, representing -22% in-school gap (equivalent of 4 children), and -7% national gap (equivalent of 1 child). At greater depth in maths the gaps have closed, in-school gap of -3% and a positive gap nationally of +10%. We have identified disadvantaged children who are close to achieving the expected stard in maths and these children will receive intervention/tuition in plug in specific gaps, using the Power Maths Scheme of Work.

EYFS Impact

Communication and Language has always been an area of weakness in our on-entry baseline assessments, and whilst we were successful in closing the Good Level of Development (GLD) gap completely in 2022 with 67% both non-disadvantaged and disadvantaged groups achieving GLD, this is a significant improvement on 2021 outcomes when only 35% of disadvantaged pupils achieved GLD. Tthe limiting area for disadvantaged children continues to be communication and language and literacy. We continue to have had good impact in closing the gap from intervention programmes such as TALKBoost and Word Aware. In 2022/23 we are investing in procuring a qualified speech and language therapist in an effort to promote even stronger outcomes in communication and language for our EYFS pupils.

The data table below reflects the positive impact of the wise use of pupil premium funding:

END OF KS2 NCT RESULTS 2022	Overall School 2022	School Non-Disadvantaged 2022	School Disadvantaged 2022	In School Gap	National Gap compared to All groups 2022	National Average (2022)
Reading – Expected Standard+	77%	79%	68%	-11%	-6%	74%
Reading – High Standard	30%	31%	23%	-8%	-5%	28%
Reading – Average Scaled Score	105	105	104	-1	0	104
Writing*– Expected Standard+ (Teacher Assessment)	69%	70%	64%	-6%	-5%	69%
Writing* – Greater Depth (Teacher Assessment)	14%	14%	14%	0%	+1%	13%
Spelling, punctuation and Grammar – Expected Standard+	81%	82%	77%	-5%	+5%	72%
Spelling, punctuation and Grammar – High Standard	27%	28%	23%	-5%	-5%	28%
Spelling, punctuation and Grammar – Average Scaled Score	106	106	105	-1	0	105
Maths - Expected Standard+	83%	82%	86%	+4%	+15%	71%
Maths – High Standard	27%	28%	23%	-5%	+1%	22%
Maths – Average Scaled Score	106	106	105	-1	+1	104
RWM at Expected level+	62%	63%	59%	-4%	0%	59%
RWM at Greater Depth/HSS	8%	9%	5%	-4%	-2%	7%
Science - at Expected Standard (Teacher Assessment)	83%	79%	95%	+16%	+16%	79%

2022 Progress Measures KS1/2: Reading +0.8; Writing +0.2; Maths +2.4

Year 4 National Multiplication Tables Check (No national data available)

88% scored 20+/25

86% scored 23+/25

67% scored 25/25

KS1 2022 National Curriculum TA Results

END OF KS1 TA RESULTS	School Overall 2022	School Non-Disadvantaged 2022	School Disadvantaged 2022	In School Gap 2022	National Gap compared to All groups 2022	National Average (2022)
Reading – Expected Standard+	72%	74%	63%	-11%	-5%	(68%)
Reading – High Standard	22%	23%	19%	-4%	+1%	(18%)
Writing – Expected Standard+	67%	69%	63%	-6%	+4%	(59%)
Writing – Greater Depth	15%	17%	6%	-11%	-2%	(8%)
Maths - Expected Standard+	83%	85%	63%	-22%	-7%	(70%)
Maths – High Standard	27%	28%	25%	-3%	+10%	(15%)
RWM at Expected level+	66%	67%	63%	-4%	+9%	(54%)
RWM at Greater Depth/HSS	15%	18%	12%	-6%	+6%	(6%)
Year 1 Phonics Check 2022	78%	83%	63%	-20%	-13%	(76%)

EYFS 2022

Area of Learning	Non-Disadvantaged ARE	Disadvantaged ARE	Attainment Gap
Communication and Language	89%	76%	-13%
Reading	79%	69%	-10%
Writing	71%	65%	-6%
Maths	80%	75%	-5%

The overall attendance for disadvantaged pupils for 2021-22 was 91.86%.

This represents a gap of -2.29% compared to non-disadvantaged pupils, which has narrowed from 3.02% in the previous year. Despite attendance being challenging, the work of our Child & Family Wellbeing Officer is having a positive impact on attendance.

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
Reading Plus	Reading Plus LLC
Times Tables Rockstars	Maths Circle Ltd
NumBots	Maths Circle Ltd
Lexia	Core 5 Lexia Learning Systems LLC
Word Aware	Thinking Talking Stephen Parsons & Anna Branagan

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.