Pupil premium strategy statement – Westoe Crown Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 last academic year.

School overview

Detail	Data
Number of pupils in school	631 (including nursery) 587 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025 December 2025
Statement authorised by	Stephanie Proctor Headteacher
Pupil premium lead	Jill Dickinson, Deputy headteacher
Governor lead	*TBC* lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,718
Recovery premium funding allocation this academic year	Funding for 2021-22 academic year only
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£242,718

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to support 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 the wider curriculum through '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 as research has shown that the group at greatest risk are disadvantaged pupils with high prior attainment. Therefore we seek to maximise the impact of funds available to accelerate the progress and attainment of all of our disadvantaged children.

Research by the Education Endowment Foundation has noted that the consequences of the pandemic will be far reaching for all children, and may not be fully understood, it is our disadvantaged pupils who have suffered the biggest setbacks with the disruption to education in recent years. Therefore, we aim to ensure that there is a whole school approach and effort to accelerate progress and attainment for our disadvantaged pupils. In addition, we are finding that some pupils coming in to Early Years who maybe missed out on experiences during their first three years are startingNursery and Reception further behind than previous cohorts. We use our funding to ensure the right pastoral support is in place to help those pupils most in need to attend well and to be ready to learn.

We have adopted a three-tiered approach in responding to the complex needs of disadvantaged pupils in line with advice from the government and other sources such as the EEF (Education Endowment Foundation):

1) High quality first teaching that will set high aspirations and maximise progress and attainment for all of our pupils.

Research consistently shows that the quality of teaching is the single biggest factor that can raise attainment for all children, including for our disadvantaged children.

2)Targeted academic support for pupils identified as underperforming.

Staff focus on providing targeted support for underperforming children during curriculum time, as well as providing learning support outside school hours for those pupils identified as requiring extra support to meet their potential.

3) Wider strategies aimed at supporting disadvantaged pupils and their families beyond the academic.

Staff seek out strategies best suited to addressing individual needs both socially and emotionally and use our funding to ensure that pastoral support is in place to help those children most in need to ensure a readiness to learn and to support with improving attendance. This may also include access to extra -curricular clubs, residential educational visits and specialist support services to address any well-being needs. 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 low on baseline assessments on entry into EYFS. Disadvantaged children are entering school with greater levels of poor oral speech, language and communication skills, with some children with pre-verbal skills. Children lack the experiences and vocabulary required of the current curriculum.
2	Ensure gaps at end of KS/2 continue to close with focus on pupils ability to tackle tasks with stamina and sustained concentration. Long term memory continues to be a barrier for some pupils which has impacted on ability to encode knowledge into long-term memory. This in turn affects their progress across the curriculum.
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 in core subjects, as well as affecting children's cultural capital expansion.
4	50% (12 children) of disadvantaged pupils 2023-24 passed the Phonics screen, however those that did not are also pupils with SEND, having Speech & Language intervention or both. Disadvantaged pupils were particularly affected by periods of isolation and national lockdowns. This increased to 60% (4 children) by the end of Y2 due to another year supporting speech, language and communication and barriers and a growing maturity. Again the children who did not achieve also have SEND needs. 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 a greater need for SEMH support through pastoral care for a growing number of pupils experiencing emotional wellbeing needs throughout school. 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. We are working collaboratively with external agencies including the Local Authority Attendance Officer to support pupils at risk of becoming school refusers and becoming persistent absentees.

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, Maths, GPS and in the combined measure, both at the expected and the higher standards.	65% Y6 PP children to meet expected outcomes in each core subject 20% Y6 PP children to meet the higher standard in each core subject. Internal data to show that other cohorts are on track to make progress towards the same measure by the time they reach Year 6. Where a specific SEN need has been identified, the children will be expected to make good progress from their start points using internal SEN targeted assessment to identify rapid progress from starting points.
To narrow the gap in attainment in phonics for both Y1 and Y2 cohorts for disadvantaged/non-disadvantaged pupils..	68% Pupil Premium (PP) children to meet the Phonics Screen check in Y1 and narrow gaps between PP and non-PP pupils. Where a specific SEN need has been identified, the children will be expected to make good progress from their start points.
To diminish the disadvantaged gap in communication and language by the end of Reception, preparing pupils for greater success in all core areas of the curriculum.	All pupils eligible for PP in Reception meet or exceed age-related expectations in communication & language. Where a specific SEND need has been identified, the children will be expected to

	make good progress from their start points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities (cultural capital), particularly among disadvantaged pupils ● Active pastoral support using school staff and external agencies where appropriate for identified pupils ● Children identified according to SEMH needs
To achieve and sustain improved attendance for disadvantaged pupils.	Attendance gap for disadvantaged pupils narrows to 0.
Continue to develop extra-curricular provision (range of trips and visitors) to further extend pupils' cultural capital and real life experiences, impacting positively on achievement for disadvantaged pupils. Enrichment opportunities (cultural capital) will be explicitly planned for across the year in all key stages to provide a rich breadth of opportunity and experiences, and the associated increase in language acquisition and vocabulary development.	Enrichment opportunities (cultural capital) will be explicitly planned for across the year in all key stages to provide a rich breadth of opportunity and experiences, and the associated increase in language acquisition and vocabulary development.

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: £118,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high quality CPD	Quality First Teaching is the single biggest factor impacting on a pupil's life chances therefore, improving the	1, 2, 3, 4

	quality of teaching is the strongest lever schools have to improve outcomes, particularly disadvantaged. 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. Bespoke training sourced from school based Speech & Language Therapist for staff and parents. Jolly Phonics delivered by trained staff to ensure a consistent systematic programme is delivered across KS1 and where necessary in KS2 (EEF impact of +5 months). Word Aware used to promote better communication and language outcomes in EYFS. Launchpad into Literacy used throughout school to break down learning into smaller, sequential steps. LA consultants deliver staff training and monitoring of Reading and Phonics. EEF indicates that oral language interventions can impact by +6 months.	
Classroom support now mostly delivered by Level 2 Teaching Assistants	Additional members of support staff to keep children in whole class groups (and provide 1-1 and small group support where necessary although EEF guide suggests no impact from streaming or setting). Less children missing out on foundation subject lessons as they are better supported within core lessons.	1,2,3,4
Use of Jolly Phonics (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1, 2, 4

Teacher-led intervention for Reading, Writing, Phonics and Maths	Reduced class size in Year 6 by 0.7 additional teacher has been an effective strategy to improve outcomes over the past years. EEF indicate +2 months impact. EEF guide gives 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. Deputy Headteacher/Pupil Achievement Leaders quality assures provision and ensures gaps in learning are addressed through first quality teaching and interventions.	1, 2, 4
The recently implemented outdoor provision for Year 1 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. Teaching in the outdoor environment enables children to access a more language-rich environment because adults are modelling language in all areas and pupils, particularly boys have greater access to movement whilst learning.	1,2,3,4
Improve the quality of social and emotional and mental health learning. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools | EEF	5
OPAL (Outdoor Play and Learning) to be introduced and embedded over the next 2 years to ensure children have access to play opportunities that are not available to them outside of school for many reasons.	Resources will ensure children have access to pulling, hanging, rolling etc. which build up core strength and support gross/fine motor skill development which will impact on learning and communication and language.	

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

Budgeted cost: £98,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tutoring	We have analysed data to identify pupils who have not yet caught up. 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: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF EEF supports this approach with 5 months gain when tutoring is in short, regular, time-bound sessions.	1, 2, 3, 4
Speech & Language Therapist	In-school therapist (1 day per week) to deliver early intervention for pupils identified in need of intervention whilst children are on waiting lists from external agencies. Evidence is well supported by evidence from EEF as some pupils entering Reception have missed up to 20 weeks of early education due to Covid with the greatest impact being on language and communication. School staff access to training will develop skills to ensure this can be sustained for the future.	1,2,4
First Quality Teaching supported by Teaching Assistants deployed to school needs.	Quality-first teaching is the single biggest factor impacting on pupils' life chances, and in particular on closing the gap for disadvantaged pupils therefore Teaching Assistants support pupils in whole class groups with helicopter support which reduces the need for children to miss foundation lessons to attend interventions.	1,2,3

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

Budgeted cost: £25,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child & Family Well-Being Officer (C&FWO) SENDCo and wellbeing/mental health champions - social and emotional support, attendance and punctuality impacting on readiness to learn. Monitoring attendance of families to identify and overcome barriers to attendance and punctuality. Rewarding parent and pupils who are showing greater improvements over time.	Positive impact on attendance and readiness to learn and engagement of pupils identified most adversely affected by absence. 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. EEF guide gives a +4 rating for impact of increased parental engagement. C&FWO and SENDCo offer support to those vulnerable pupil/families struggling with issues post-lockdown and social emotional and mental health needs signposting to external agencies. Self-regulation strategies and social and emotional learning are consistently linked with successful learning. EEF indicate +4 rating for Social and emotional learning.	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/visits including Y6 residential visit. External visits and visitor are key to building children's cultural capital. EEF gives a +3 rating for increased arts participation.	3
Fund to support with 'wider issues' to enable school to be	Maslow's 'hierarchy of needs' tells us that children cannot learn until their	All

reactive and respond to unexpected and sudden areas of need among disadvantaged pupils/families e.g support with uniform, food vouchers, signposting to support services, foodbanks and use of our hardship fund.	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.	

Total budgeted cost: £242,718

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2023-24 academic year)

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYFS Impact

EYPP Children

- 16 children in total. 4 girls and 12 boys.
- 5 of these children also have additional SEND needs 6 of these children fall within the Summer born band.
- 19% achieved a **GLD** compared to previous year of 50%. This is a significant decrease from the previous year
- Analysing the data further shows that low attainment in the Prime areas of learning have had an impact upon the specific areas of learning, in particular Literacy with only 50% achieving word reading and 38% writing.
- Ensure this focus continues in Year 1
- Barriers included attendance issues and parental engagement

	PP	Non-PP
Listening, Attention and understanding	63%	79%
Speaking	63%	80%
Self-regulation	50%	82%
Managing self	44%	83%
Fine motor skills	69%	83%
Comprehension	56%	86%
Word Reading	50%	80%
Writing	38%	75%

KS1 Disadvantaged Outcomes	2022	2023	2024 (TA)	National (2024)
Reading Exp+	63%	58%	58%	73%
Reading GDS	19%	15%	17%	
Writing Exp+	63%	54%	58%	66%
Writing GDS	6%	4%	4%	
Maths Exp+	71%	50%	54%	75%
Maths GDS	28%	8%	4%	

Reading at expected+ (EXP+) standard has remained static although has increased by 2% at Greater Depth Standard (GDS).
Writing and maths have improved by 4% at EXP+ although has a 4% decrease in maths at GDS

Year 1 Phonics Disadvantaged Outcomes	2022	2023	2024	National (2024)
Phonics Screening Check	63%	67%	50%	68%

50% of Disadvantaged pupils also have SEND and or speech, language and communication difficulties. Continue intervention in Year 3.

KS2 Disadvantaged	2022	2022 National	2023	2023 National	2024	2024 National
Reading exp +	69%	62%	outcomes 68%	60%	65%	62%
Reading GDS	27%		13%		22%	
Writing exp +	63%	55%	63%	58%	57%	58%
Writing GDS	16%		8%		13%	
Maths exp +	90%	56%	54%	59%	87%%	59%
Maths GDS	37%		13%	=	22%	

Reading, writing and maths are above National Averages, 3% above national in reading at EXP+ in reading, broadly in line with national in writing and 28% above national in EXP+ in maths. The gap at GD in reading has narrowed by 12% with no gap at EXP+ standard.

In reading, the gap has narrowed to 16% between disadvantaged group and non disadvantaged at the exp+ standard. This has narrowed by 4% since spring term. There is a 25% gap at the GDS. Barriers to learning for disadvantaged pupils who also have SEND.
In writing,gap of 22% between disadvantaged group and non disadvantaged has narrowed by 17% since spring term. The disadvantaged group outperformed the non disadvantaged at the GDS by 3%.
In maths, gaps have narrowed by gap of 19% between disadvantaged group and non disadvantaged group at the exp+ standard. This has narrowed by 13% since spring term.

Externally provided programmes

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Participation in a sensory pilot delivered Treetops Occupational Therapy

Planning, implementation, and evaluation

In planning our new pupil premium strategy, Pupil Achievement Leaders evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data and information.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

OPAL (Outdoor Play and Learning) implemented over a 2 year phase to support readiness for learning through focused play activities and improve gross and fine motor skills in EYFS.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.