

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	Westcott Primary School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	James Hartmann
Pupil premium lead	James Hartmann
Governor / Trustee lead	Chris Huscroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,145
Recovery premium funding allocation this academic year	£6090
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	£61,235

Part A: Pupil premium strategy plan

Statement of intent

Westcott Primary School is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. The proportion of pupils eligible for support through the pupil premium funding is below the national average.

At Westcott Primary School our aim is to ensure that all our pupils, irrespective of their background or the challenges they face, make good progress and reach their full potential. We strive to close the attainment gap between our disadvantaged pupils and others within the school and nationally so that every pupil in our school flourishes and has the same life chances and opportunities to fulfil their full potential.

To do this we adopt evidence-based pedagogies and resources, which enable us to provide an outstanding education for all pupils. Pupils benefit from well trained staff, which enables 'quality first teaching' as well as targeted intervention alongside a rich and engaging curriculum. Our effective broad and balanced curriculum is enhanced with wider experiences and a range of clubs.

We recognise that during the Covid-19 pandemic disadvantaged pupils were particularly impacted. Maintaining effective pastoral/emotional support is a priority to enable children to achieve. Our caring ethos, supported by whole school restorative approaches and targeted pastoral support, aims to address these barriers to learning.

Our Pupil Premium Strategy Plan supports dedicated time for experienced and well-trained pastoral support staff. We understand that disadvantaged pupils often need a range of additional support and tailor our provision to meet these needs. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We offer an inclusive approach, ensuring the activities outlined in this statement support all children's specific needs, regardless of whether they are disadvantaged or not.

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation – Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means it is vital that our staff know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Leaders and teachers must use high quality external evidence to inform decision making, alongside the expert knowledge we have on the pupils in our care.
3. Quality First Teaching is pivotal in securing good progress for all children. It must, therefore, never be less than good for all children – this means investing time in supporting and developing staff at all stages in their careers.

4. Making the right decisions on what to do for the biggest impact – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Increase in Social, Emotional and Mental Health needs</p> <p>The school has seen a significant increase in the numbers of pupils requiring support due to SEMH issues. A considerable proportion of these pupils are from disadvantaged backgrounds. Evidence shows that across the UK, mental health issues in children are increasing while child wellbeing is deteriorating. As we continue to navigate our way out of the global pandemic, it is clear that SEMH needs are rising throughout our school. This is having a negative impact on pupils' motivation and availability to learn.</p>
2	<p>Academic Achievement</p> <p>Internal monitoring, including discussions with pupils and work scrutinies, show that there are gaps between our disadvantaged pupils and others in the school in reading, writing, mathematics and phonics. Whilst this gap is narrowed over time in school, we must recognise the impact of the ongoing Covid19 pandemic and how this has highlighted this gap more profoundly.</p>
3	<p>Enrichment and extra-curricular opportunities.</p> <p>Our assessments, observations and discussions with pupils and families have a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils.</p>
4	<p>Attendance and punctuality</p> <p>If left unsupported, many vulnerable PP pupils would be in danger of becoming non-attenders, reducing school hours and, in turn, causing them to fall behind.</p> <p>The % of children classed as PA is higher for disadvantaged than non-Disadvantaged.</p>

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
Disadvantaged pupils achieve well	<ul style="list-style-type: none"> • Quality of teaching and learning across all subjects is at least good • A broad and balanced curriculum offer is in place for all children, which builds on prior learning and is accessible and engaging for all pupils • Pupil voice indicates that children talk positively and passionately about a wide range of subjects • Assessments, observations, and work scrutinies demonstrate high levels of engagement amongst all pupils with no significant difference between disadvantaged and non-disadvantaged pupils <p><i>National Testing which will resume 2022</i></p>
For children to have increased resilience and have a range of strategies to manage their emotions.	<p>Disadvantaged pupils have good relationships, confidence and self-esteem. These in turn, will also support disadvantaged pupils' academic achievement.</p> <p><i>Our Headteacher & Pastoral Leader maintains records of support and pupil voice.</i></p>
Attendance-establish good attitudes to attendance and punctuality from Reception.	<p>Overall attendance for disadvantaged pupils including Reception is at/greater than 96%</p> <p><i>Monitored by SLT and attendance lead</i></p>
Disadvantaged pupils benefit from the rich extra-curricular experiences provided by the school	<p>A higher percentage of pupil premium access extracurricular provision.</p> <p><i>Uptake of extracurricular provision is monitored by the school.</i></p>

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: **£12,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Training	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' (EEF Guide to Pupil Premium Autumn 2021).	2
Purchase of Little Wandle to secure stronger phonics teaching for all pupils. Including a range of high-quality texts.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (EEF Guide to Pupil Premium Autumn 2021).	2

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

Budgeted cost: **£42,335**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential 1,2 5	1, 4

	ingredient of an effective pupil premium strategy. (EEF Guide to Pupil Premium Autumn 2021)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our SLE for reading and reading lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (EEF Guide to Pupil Premium Autumn 2021)	2
Engaging with the National Tutoring Programme to provide a school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers'.	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 EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: **£6300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider opportunities, including trips, clubs and music lessons and extra-curricular activities.	Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. (EEF Guide to Pupil Premium Autumn 2021).	3
Embedding principles of good practice set out in the DfE's Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significantly	4

advice. This will involve staff training and further developing the role of attendance lead.	reduced levels of absence and persistent absence. Improving Attendance	
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Total budgeted cost: £61,235

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Internal assessment show that the pandemic has particularly impacted our younger children, with our internal end of KS1 assessments highlighting the greatest gaps between pupil premium and non-pupil premium children.

Attainment

	Non-PP ARE+	PP ARE+	Gap
End of KS1 Reading	88%	50%	-38%
End of KS2 Reading	86%	80%	-6%
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End of KS1 Writing	72%	40%	-32%
End of KS2 Writing	80%	83%	-3%
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End of KS1 Maths	50%	84%	-34%
End of KS2 Maths	80%	89%	-9%

Our assessment of the reasons for these outcomes point primary to the impact caused by the Covid-19 pandemic. It is clear that all subjects were impacted to varying degrees. Despite having a high proportion of pupils in school provision during prolonged school closures, many of our disadvantaged pupils were not able to benefit from our pupil premium funded improvements that were intended. The impact was mitigated due to the high-quality remote learning offer provided. However, our younger disadvantaged pupils did not transition to remote learning as successfully, due to the lack of independence when compared with their KS2 peers. Closing the attainment gap between disadvantaged and non-disadvantaged pupils must therefore continue to be a priority in the current pupil premium strategy plan.

Overall attendance in 2020/21 was 97%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1% higher than their peers and persistent absence 3% higher. When children were required to attend school the

attendance lead and emotional wellbeing officer worked closely with staff throughout the school to ensure that periods of absenteeism were minimised.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Bug Club	Pearson
TT Rockstars	Maths Circle Ltd
Spelling Shed	Ed Shed
Little Wandle Letters and Sounds	Wandle Learning Trust

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

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