

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 (2022 to 2023) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Westwood First School
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	15% (41 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs V Woollacott, Headteacher
Pupil premium lead	Mrs V Woollacott, Headteacher
Governor / Trustee lead	Mr M Gledhill, Pupil Premium governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58170
Recovery premium funding allocation this academic year	£6815
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	£64985 N/A

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers. We will ensure that we support all pupils, whether or not they are classed as disadvantaged, to reach the best possible outcomes.

Our aim is that attainment and progress will be sustained and improved for all children. We will ensure that we deliver high-quality teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

The approaches we have chosen complement each other and will help improve pupils' progress. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that many of our pupil premium children, across the age groups, have poor oral language skills and gaps in vocabulary
2	Assessments, observations, and discussions with pupils show that many have poor phonics skills and a limited interest in reading. This has a detrimental impact on their progress across the curriculum.
3	Information from assessments, including our internal data, shows that many of our pupil premium children have poor writing and maths skills on entry and their attainment in these areas across the age groups is generally lower than that of non-pupil premium pupils.
4	Although 2021-22 was a more settled year, absence levels due to Covid19/ illness were still high and whilst we were able to close some gaps in learning, some gaps still remain. There is also a need for more support with social and

	emotional needs. Additionally, many pupils have little access to enrichment activities outside of school, especially as there are now additional challenges for families due to the increased cost of living.
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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 increase the number of pupils making accelerated progress in reading, writing and maths	Improved progress for identified children so that more attain or exceed age-related expectations.
To increase the number of pupils reaching age-related expectations in reading, writing and maths	Increase in number of children reaching age-related expectations in reading, writing and maths so that it is closer to the national average/ number of non PP children attaining age-related expectations.
To provide a broad range of wider opportunities and curriculum enrichment experiences in order to broaden vocabulary, and to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	All pupils will participate in and benefit from additional educational opportunities eg Forest Schools, visits, clubs, instrumental lessons
To provide social and emotional support and specific language skills/ motor skills development for identified pupils	Children will be better able to control emotions, participate in group activities, talk about any concerns they have and have better mental health. They will show improvement in their specific skill 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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training provided to literacy leader, maths leader and all staff on teaching:</p> <ul style="list-style-type: none"> • phonics & reading • writing • maths • moderation 	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,2,3

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

Budgeted cost: £46985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of Daily Supported Reading in KS1 and Reception;</p> <p>Accelerated Reader in Y2/ KS2; whole class reading across the school</p>	<p>Accelerated Reader can be effective in helping children to make faster progress when reading as well as increasing enjoyment.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Daily Supported Reading focuses on developing comprehension skills as well as phonics, decoding and fluency. Research from the EEF shows that improving comprehension skills can have a significant effect on reading progress:</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	1,2,4

	evidence/teaching-learning-toolkit/reading-comprehension-strategies	
<p>Additional support (eg pre-teaching; follow-up; 1:1; small group) for identified children planned according to teacher assessments for:</p> <ul style="list-style-type: none"> • phonics & reading • writing • maths <p>Purchase of additional resources to support phonics, reading, writing and maths</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3, 4

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<ul style="list-style-type: none"> • Support with costs/ staffing/ training to promote good mental health • Forest Schools Leader to implement the programme with assistant. • Purchase of necessary resources. • Support with cost of enrichment activities 	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Increasing access to activities such as Forest School and supporting social and emotional learning will help children to enjoy better relationships, become more confident and improve outcomes for them.</p>	1,4

Total budgeted cost: £64985

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Training was provided to our literacy leader, maths leader and all staff on phonics, reading, writing, maths and moderation. This helped to improve the teaching of writing, reading, phonics and maths through increased staff knowledge and confidence. It also helped to ensure that assessment judgements were accurate and informative.

Continuing Daily Supported Reading in KS1 and Reception, and Accelerated Reader in Y2 and KS2 helped to maintain reading progress and increase enjoyment. Improvement in reading attainment and enjoyment was particularly evident in progress throughout the year, observations of sessions and pupil interviews.

Additional support (eg 1:1, small group, pre-teaching; follow-up) for identified children was planned according to teacher assessments. This resulted in improved progress and attainment for those children and an increase in the number of children reaching national expectations in reading, writing and maths and/or gap closing between them & their peers.

A variety of enrichment activities were provided including the Year 4 Shakespeare project, Children's University, sports activities, Young Voices, Year 2 Theatre Visit and English project, Forest School and visit to Chester. All participating children benefitted from the enhanced opportunities eg. through increased confidence, improved engagement and enjoyment, and greater understanding eg. of language, drama and performance, history.

Being able to access opportunities such as Forest School and outdoor learning enhanced the children's vocabulary, increased their confidence and enjoyment, and improved engagement and resilience as well as giving the chance for them to show skills such as leadership and teamwork.

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
N/A	

Further information (optional)

In addition to the strategies listed above, we will encourage pupil premium children to attend as many clubs as possible and take part in Children's University/ additional learning opportunities/ responsibilities that arise during the year.

We will ensure that the progress and attainment of pupil premium children is monitored at least termly via pupil interviews, talking to them about their work and experiences, as well as during pupil progress meetings and data analysis.