

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium. 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.

A document relating to our Recovery Premium is also available.

School overview

Detail	Data
School name	Westminster Community Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	30 th June 2022
Statement authorised by	Sue Finch (Head Teacher)
Pupil premium lead	Sarah Davenport
Governor / Trustee lead	Sue Mayers (Chair of Governors)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,220
Recovery premium funding allocation this academic year	£10,240
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	£114,460

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, as well as having their social, emotional and mental health needs well met.

We will consider the challenges faced by vulnerable pupils, such as those who require support from outside agencies and young carers. The activities we have outlined in this statement are intended to support pupil needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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
- adopt a whole school approach in which 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
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1	Assessments, observations and discussions indicate disadvantaged pupils have lower Speech and Language skills compared to other pupils on entry to EYFS. Their social skills also need to be developed.
2	Internal and external data suggest that disadvantaged pupils are vulnerable to make less progress in comparison to their non-disadvantaged peers and are also vulnerable to not reaching age-related expectation in comparison with their non-disadvantaged peers nationally.
3	Assessments, observations and discussions show that a high proportion of our disadvantaged pupils are also affected by their Special Educational Needs or Disabilities.
4	Assessments, observations, discussions and case studies demonstrate that vulnerable family situations impact on good learner skills and academic progress for some of our pupils.
5	Our attendance tracking shows that the vast majority of pupils with attendance rates below 90% are disadvantaged. The vast majority of pupils with U codes are disadvantaged.

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
Children make progress with speech and language development during EYFS and year 1 to bring them in line with expected levels by the end of Key Stage 1. Early language development is assessed on entry to school and interventions put in place to address the needs of individuals are monitored and evaluated for impact. Children will be in receipt of high quality speech and language support through ELKLAN trained teaching assistants who work closely with speech and language therapists. (EYFS assessment. Speech and language assessment. Year 1 progress and attainment maps.)	Additional support in classroom (Welfare Assistant) allows for staff to provide effective provision for speech and language development. WELLCOM screening carried out. Children identified for support. Elklan trained Teaching Assistants deliver effective programmes. Progress measured. Interventions show positive impact by end of Reception or early Year 1 for the vast majority of pupils.
Gaps in learning are addressed and children enabled to reach their potential academically. (Intervention records. Individual and cohort tracking. Disadvantaged tracker.)	Teaching is organised into year group cohorts for the vast majority of Year Groups to allow a focus on Mastery Teaching. (This year we have mixed the Year 4 and 5 pupils together and made a separate Year 6 group. This allows us to effectively target the children at the upper end of Key Stage 2 given the interruptions to their learning during the Coronavirus interruptions.) Target setting reflects the progress that needs to be made and is shared with stakeholders at the start of the academic year and reported on termly basis. Children make progress and accelerated progress in line with targets set. Attainment and progress is measured using internal data tracking system and new system school has bought into. Gaps in learning are addressed through specific targeting in lessons and additional time within the school day. Parents are signposted to appropriate study support materials when this is beneficial to the child. Achievement for All pupils show accelerated progress during the year and are able to achieve age-related expectations. Progress and attainment trackers are updated

	<p>termly. We have a clear picture of progress and attainment for all pupils and vulnerable groups. Our data evaluation and school scrutinies and moderation are evaluated to ensure children's needs are being effectively met and improvements are being made.</p> <p>Parents/Carers are key partners in our work and understand how their child's progress and attainment and what they can do to help.</p>
<p>Children with Social, Emotional and Mental Health needs are identified and specific programmes are put in place to address these needs. SEND support enables targeted support for individuals to engage effectively with learning in a mainstream setting. Learning Mentors support behaviour policy and bespoke support for identified pupils. (monitoring and evaluation of SEN individual records, CPOMS records, exclusions records, behaviour records to track improvements for individuals and/or decide next steps.)</p>	<p>Learning Mentors (including trained Emotional Literacy Support Assistant), Art Therapy, Play Therapy, Lego based Therapy, Bespoke Social Groups, Enrichment Club approaches explored and assigned to vulnerable children. All children with Social, Emotional and Mental Health needs have identified support. Monitoring and evaluation shows positive improvement in good learner skills. The needs and behaviours of individuals do not impact on their learning or that of others. SENDCO reviews provision and progress and assists with deciding next steps for all pupils on SEN register. Class teachers provide effective support for all pupils and direct support staff appropriately. Class Teachers work in partnership with parents to provide high quality evaluation and feedback and include parents' views. Pupils' views are sought and acted upon.</p>
<p>Support for vulnerable families is effectively focussed on the child/children's needs to ensure they are attending school, developing socially and emotionally and engaging with academic learning.</p>	<p>Pupil voice is sought and acted upon. Learning Mentors act as champions for the child where they are supporting multi-agency working regularly capturing and acting on their wishes and feelings. Learning Mentors work with teachers and the SENDCO to measure progress and to support the child's engagement with learning. All teachers promote effective home-school links. Children with additional support make measurable progress and can see this themselves.</p>
<p>Attendance and punctuality continue to improve. (Weekly and monthly monitoring. Attendance Panel meeting records. EWO records.)</p>	<p>The difference continues to be diminished between attendance rates for disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils have attendance rates closer to the school target of 96%. Attendance is reported in writing to stakeholders monthly. Stakeholders can measure the impact of 'leave of absence' and 'irregular attendance' on our attendance figures and know what action is being taken by school staff to address this. Actions taken have a positive impact on attendance over time.</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: £ 67,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pure Year Group Teaching from EYFS, Year 1, Year 2, Year 3, Year 6 (Mixed Year 4 and 5)	Year Group teaching allows us to focus on teaching to mastery and we have seen improvements in our Phonics results. Our work was interrupted by Covid during the pandemic. We have evaluated the children's progress and attainment throughout the school and have determined which year groups to teach as a mixed year group class based on our analysis of this.	All
Welfare Assistant employed for EYFS mornings to allow speech and language work to be delivered by ELKLAN trained Teaching Assistant.	We trialled this in 2018-2019. We know this supports our provision in EYFS. We know that early intervention gives the children the best start.	1,2,3

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

Budgeted cost: £ 14,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors provide bespoke support for individuals to support their engagement with learning and their mental health needs.	The proportion of support needed in our school is high. Need for support increased during the pandemic. Learning Mentors support children effectively and provide bespoke programmes as well as supporting work with outside agencies.	All

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

Budgeted cost: £ 28,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's attendance	The proportion of support needed in our school	All

and punctuality is promoted and supported alongside their mental health needs.	is high. Need for support increased during the pandemic. Learning Mentors support children effectively and provide bespoke programmes as well as supporting work with outside agencies. Use of the Emotionally Based Non School Attendance Tool has shown success for individual pupils in improving attendance and improved mental health.	
Passion for Learning. Enrichment Club. Sand Play. Art Therapy. Play Therapy. Aspirations work.	Some of our children do not belong to clubs outside of school. Some children require additional 1:1 support to meet their emotional needs. All pupils benefit from questioning visitors about future jobs and careers to widen their experience and aspirations. Working with West Cheshire College and Passion for Learning on Aspirations Project enables our children to express their future ambitions.	3,4,5

Total budgeted cost: £ 109815

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.

Reviewed expenditure 2020 -2021

Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children make good progress from their starting points.	Pure Year Group Teaching from EYFS – Year 4.	Evaluation of the impact of our work in Phonics and Early Reading shows that pure year groups have given us an efficient way of delivering learning. Disadvantaged children continue to be extremely vulnerable to external barriers and this impacts significantly to academic progress and attainment. High mobility also continues to have a significant impact.	Successful impact in EYFS – Y2 led to trial at Lower KS2 with some interruptions as per Estimated Impact column. High mobility of pupils has significant impact on data. Assessment lead to track and record mobility and impact on data. Evaluation of Key Stage 2 cohorts alongside the impact of Covid and a scrutiny of pupil numbers has led us to mix 2 Year Groups within Key Stage 2 for academic year starting September 2021.	£73609
Children's speech and language needs on entry are addressed.	Welfare Assistant employed for EYFS mornings to allow speech and language work to be delivered by ELKLAN trained Teaching Assistant.	Addressing children's Speech and Language needs early enables their needs to be met and clear plans put in place to support their learning. The outcome of assessments and subsequent intervention is then used to inform any potential referrals to the Speech and Language team. School are able to evidence the assess, plan, do, review cycle to inform this referral. All staff work with programmes from the Speech & Language team to ensure effective implementation.	Successful impact of this approach prior to Covid means that this will continue. Nuffield Early Language Intervention will be delivered by trained Teaching Assistant to further develop this area.	

Reviewed expenditure 2020 -2021				
Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children's attendance and punctuality is promoted and supported alongside their mental health needs.	Learning Mentors provide bespoke support for individuals to support their engagement with learning and their mental health needs.	<p>Monthly monitoring of attendance and punctuality enables us to identify barriers and put in place plans to address these.</p> <p>Covid has impacted on our attendance, but our work to ensure all children are supported to attend regularly continues and we adapt our work to meet the children's needs and support their family members.</p> <p>We are able to positively impact on children who have been persistent absentees in previous years. Social, emotional and mental health needs continue to a high priority for learning mentor support and they have effectively provided bespoke support for individual pupils as well as support for families through leading on TAFs and contributing fully to meetings with parents/carers and professionals.</p> <p>Learning Mentor/ELSA support is provided in the classroom.</p>	<p>Approach to continue.</p> <p>Learning Mentors to continue to access latest training and network meetings to share good practice.</p> <p>Staff to continue to share best practice and effective tools so more staff can deliver support both through in class support and through bespoke intervention. Emotionally Based School Non Attendance tool effective in supporting our work in this area –2 X staff members completed training in last academic year. Learning Mentors to complete training in next academic year.</p>	£41892

Reviewed expenditure 2020 -2021				
Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children can express their thoughts and feelings and ask for help. They have a range of strategies to support them. Children can explore their aspirations for the future and set goals.	Passion for Learning. Enrichment Club. Sand Play. Art Therapy. Play Therapy Futures day. Drawing and Talking.	<p>All pupils engage well in opportunities for additional support through bespoke intervention programmes and clubs. Passion for Learning continued to provide children with 1:1 time enabling them to build confidence and self-esteem and develop strategies for communicating their thoughts and feelings. Resources were provided several times during the lockdown period to support the children and their families. The majority of 1:1 sessions were moved online to enable children to continue their work. An Art Therapist was identified to work with our children but was interrupted by COVID19, so work did not begin until Spring 2021.</p> <p>Lego based therapy was put on hold during this academic year.</p> <p>Visits and visitors relating to our aspirations work was limited by Covid so the children's experiences were reduced. Aspirations work with West Cheshire College was moved online for the second time in Summer 2021.</p>	<p>Passion for Learning online sessions provide fully targeted support for the children, but also rely on the presence of a member of staff here. Targeted reading materials for this work are of good quality and provide good resources for our children.</p> <p>We have adapted our work well given the circumstances of the pandemic, e.g., Zoom workshops with Action Transport Theatre, Poets and writers joining us online instead of in person.</p>	Met from school budget.

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

2a. KS1 Attainment 2018 -2019		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	78% / 60%	75%
% achieving in writing	78% / 60%	69%
% achieving in maths	78% / 60%	76%
2b. KS2 Attainment 2018-2019		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	33% / 42%	73%
% achieving in writing	33% / 50%	78%
% achieving in maths	44% / 58%	79%

2a. KS1 Attainment 2017-2018		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	77% / 73%	75%
% achieving in writing	77% / 73%	70%
% achieving in maths	77% / 73%	76%
2b. KS2 Attainment 2017-2018		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	56% / 65%	75%
% achieving in writing	56% / 59%	78%
% achieving in maths	44% / 47%	76%

2a. KS1 Attainment 2016 -2017		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>

% achieving in reading	36% / 53%	76%
% achieving in writing	36% / 47%	68%
% achieving in maths	29% / 42%	75%
2b. KS2 Attainment 2016-2017		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	42% / 50%	71%
% achieving in writing	42% / 61%	76%
% achieving in maths	42% / 50%	75%