

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.

School overview

Detail	Data
School name	Westminster Community Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	30 th September 2022
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	Phillipa Watton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£10,585
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. Children will have good attendance and access to extra-curricular activities including trips.

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 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
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. The vast majority of pupils do not show school readiness on entry and baseline data demonstrates a high proportion of pupils are entering at 0-3 years.
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 and 100% of our persistent absentees are disadvantaged. The vast majority of pupils with U codes are disadvantaged.
6.	Mobility into and out of the school is high and this often impacts on the social, emotional and well-being of all pupils. Mobility impacts on resources and often results in resources needing to be re-distributed to support the needs of pupils joining the school.

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
<p>All pupils make good progress and achieve high attainment across all subject areas, achieving their full academic potential. (Intervention records. Individual and cohort tracking. Disadvantaged tracker.)</p>	<p>There will not be a disparity in the progress and attainment of pupil premium and non-pupil premium pupils. 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 a mixed Year 3 and 4 class. 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.</p> <p>All targeted pupils show accelerated progress during the year and are able to achieve age- related expectations. Progress and attainment trackers are updated termly. We have a clear picture of progress and attainment for all pupils and vulnerable groups. Our data evaluation, 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 Play, 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</p>

	<p>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 97%. 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: £ 83065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pure Year Group Teaching in 6/7 classes; EYFS, Year 1, Year 2, Year 5 and Year 6. Mixed year 3 and 4 class.	Year Group teaching allows us to focus on teaching to mastery and we have seen improvements in our Phonics results. 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
Quality First Teaching in all year groups. New Weaver Trust curriculum implemented from EYFS – Year 6. Teachers will have access to high quality CPD and will access support and coaching from colleagues across the Weaver Trust.	<p>The implementation of the Weaver Trust's curriculum which is progressive in knowledge, skills and vocabulary will support staff in the planning and delivery of quality first lessons. Staff will be able to access support from colleagues across the trust to support with the implementation of the new curriculum. Staff will be able to access high quality CPD and coaching to ensure the quality of teaching is high and continually improves.</p> <p>"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 the top priority for Pupil Premium Spending." EEF (The EEF Guide to Pupil Premium).</p>	All

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

Budgeted cost: £ 30883.50

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. Our Learning Mentors work closely with our families. The EEF references the importance of working with families to support children in their EEF Working with Parents to Support Children – Guidance Report.	All
Head Teacher and Deputy Head Teacher provide targeted academic support for those pupils who are at risk of not achieving their full academic potential.	Previous data demonstrates that targeted academic support and coaching has enabled children to achieve their full academic potential. “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.” EEF (The EEF Guide to Pupil Premium).	All

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

Budgeted cost: £2800 for Enrichment Club activities. Learning Mentor costs included above. Additional costs to release staff met from other budget areas.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Passion for Learning. Enrichment Club. Sand Play. Art Therapy. Lego Play. 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
Attendance Support	Some of our children need targeted support to help them improve their attendance at school. The Head Teacher and Learning Mentors work together to ensure this support can be provided and meets the needs of the families.	2,5,6

Total budgeted cost: £ 116748.50

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.

Reviewed expenditure 2021 -2022

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 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.	Welfare Assistant employed for EYFS mornings to allow speech and language work to be delivered by ELKLAN trained Teaching Assistant.	Additional support in classroom enabled staff to provide effective provision for speech and language development. Following a baseline WELLCOM screening at the start of the academic year 30% of the EYFS cohort were identified for a referral to SALT. Early intervention and support was put into place and support from SALT was sought. ELKLAN trained Teaching Assistants delivered effective programmes. Interventions showed positive impact by end of Reception or early Year 1 for the vast majority of pupils.	Data shows positive impact of early identification and support for Speech and language and the majority and all children have been discharged by the end of KS1 unless there is a specific SALT need.	£67,083
Gaps in learning are addressed and children enabled to reach their potential academically. (Intervention records. Individual and cohort tracking. Disadvantaged tracker.)	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.	<p>The class structure this year was to ensure that all children developed positive behaviours for learning. Year 5 children achieved the cohort target which was set at the beginning of the academic year. There is still more we can do to focus on mastery teaching. Children identified for additional small group targeted work have shown this is effective in pupil progress and children made accelerated progress where SEN needs are not significantly impacting.</p> <p>We are providing better in providing pupil progress information to parents/carers. Targeting works effectively in classes.</p>	

			Half termly letters to parents are informative and encourage feedback from parents. We continue to set aspirational targets and identify those children for targeted accelerated progress. We have a new report format and termly reporting to parents/carers includes a written copy of targets and summary of progress and attainment.	
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.)	Learning Mentors provide bespoke support for individuals to support their engagement with learning and their mental health needs.	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.	Behaviour continues to be good across the school and visitors to our school have often commented on this. Behaviour of individual children does not impact on the learning of others. Staff continue to work with outside agencies effectively to meet the needs of children. Mental Health Support Team, Art Therapy, Learning mentor support during playtimes and lunchtimes, all staff invested in pupil wellbeing and take time to promote it. Pupil views continue to be sought through an annual review. Restorative justice meetings and individual pupil risk assessments are effective in supporting individual children. Exclusions are reviewed and timely plans are put in place and schools seek advice and support from the Education Access Team both in response to and as a preventative measure.	£28,488
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.	Learning Mentors provide bespoke support for individuals to support their engagement with learning and their mental health needs.	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.	Staff presence on the yard at the start of each day has a positive impact on relationships between family and school. Any concerns are dealt with swiftly. Parents/Carers are more open to sharing information/concerns worries with staff on the yard. ELSA work with children and families. Shares resources.	

Attendance and punctuality continue to improve. (Weekly and monthly monitoring. Attendance Panel meeting records. EWO records.)	Learning Mentors provide be-spoke support for individuals to support their engagement with learning and their mental health needs.	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.	When the 3% impact of Covid is taken into account attendance is demonstrating an upward trend. Rigorous face to face meeting are taking place on a 3 weekly basis for those persistent absentees. Rigorous approaches are in place. Persistence absence figure remains high but support packages are in place for all children to bring about improvement.	
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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
Enrichment Club	Passion 4 Learning