



Pupil Premium Strategy 2019 – 2022

Evaluation

The Pupil Premium (PP) was introduced in April 2011 to help address the attainment gap between disadvantaged pupils and their non-disadvantaged peers. Schools can use the additional funding to help tackle these inequalities and directly target those pupils who need it most.

The school receives additional funding for all pupils who have been registered for Free School Meals at any time in their primary school education along with funding for Looked After children (LAC) and Service Children. This funding goes towards providing extra curriculum support, resources and enrichment opportunities for all our pupil premium children.

At Westgate Community Primary School and Nursery, we strive to ensure all pupils achieve their full potential and wanted to develop a plan tailored to combat the specific barriers to learning that our PP pupils at Westgate face. We use our Pupil Premium funding to support the whole child, and our provision is broken down into academic, wellbeing and enrichment or engagement outcomes to ensure this. We are also committed to providing support for our families and developing a successful home school partnership.

Principles

- We aim to ensure that teaching and learning opportunities meet the individualised needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Summary Information

Summary information					
School	Westgate Community Primary School				
Total PP Budget 2020 – 2021	£123,976	Total PP Budget 2019 - 2020	£125,880	Total PP budget 2018 – 2019	£144,964
Number of pupils eligible for PP	102 (33%) (88 Ever6 1 LAC)	Number of pupils eligible for PP	104 (89 Ever6 1 LAC)	Number of pupils eligible for PP	101 (89 Ever6 0 LAC)
Date of most recent PP Review			November 2020		
Date for next internal review of this strategy			January 2021		

Cohort Information 2020-21

Pupil Premium - Number of Children	Whole School	IS Pupil Premium	Ever 6	Currently FSM	LAC	Service Child	Currently FSM and SEND
Number in Group	305	102	88	84	1	11	26
Boys	161	57	49	46	0	7	17
Girls	143	45	39	38	1	4	9
SEND	60	28	27	26	1	0	26
EHCP	22	8	8	8	0	0	8
EAL	20	0	0	0	0	0	0
HIU/Resourced Provision	14	4	4	4	0	0	4

Profile of Group %	Whole School	IS Pupil Premium	Ever 6	Currently FSM	LAC	Service Child	Currently FSM and SEND
Number in Group	305	102	88	84	1	11	26
Boys	53%	56%	56%	55%	0%	64%	65%
Girls	47%	44%	44%	45%	100%	36%	35%
SEND	20%	27%	31%	31%	100%	0%	100%
EHCP	7%	8%	9%	10%	0%	0%	31%
EAL	7%	0%	0%	0%	0%	0%	0%
HIU/Resourced Provision	5%	4%	5%	5%	0%	0%	15%

Key Priorities 2019 – 2022

- Maximise outcomes for all children, especially Pupil Premium children
- Reduce the gap between PP and non PP children in Reading, Writing and Maths
- All children to access quality first teaching all of the time
- LSAs to support interventions (currently linked to 1:1 needs)
- Further increase staff understanding of how to use the new tracking system to identify gaps and deliver quality interventions to suit individual needs
- Review the curriculum to ensure it is engaging, embeds the Inspire learning behaviours and links to SMSC and the British Values
- Introduce a wider range of extra-curricular clubs
- Expose all children to rich language
- Develop wrap around care
- To increase opportunities for parents/carers to come into school

Main Barriers to educational achievement

- Late and poor attendance
- Lack of aspirations and belief of the value of education
- Limited support within the family home
- Issues such as poor mental health, housing needs, safeguarding concerns and respect of the role of school within the community
- Identification and effective support of additional needs

Planned Expenditure 2020-2021

DSL/Assistant Head	£ 53,094.22	0.8 including on costs for financial year
LSA Staffing	£72,640.15	
Breakfast club attendance	£ 5,320.00	£3.50 per day for 5 days per week for 38 weeks for 8 children
Uniform	£1,157.70	Bought uniform for all PP children
Kitchen staff during Lockdown	£ 217.84	
CPOMS	£921.20	
Learning resources/packs	£475.00	
ELSA resources	£ 500.00	

ELSA and DSL Training for PP	£950.00	Courses for ELSA and DSL
Total	£135,276.10	
Income for 2020-21, Estimated at Nov 2020	£123,976.00	
Overspend on Pupil Premium	- £ 11,300.10	

Planned expenditure 2019-2020	Cost p/a
Full time Assistant Head/DSL working almost exclusively with PP families	£46,000
ELSA	£16,800
Intervention Teacher (0.2) – <i>currently on maternity</i>	£8,250
LSA supporting children with additional needs (mainly PP)	£15,600
Enrichment (trips and events)	£5,000
Lunchtime provision (Orange Room resources)	£1,000
ELSA resources	£500
Assessment/moderation resources	£500
TOTAL	£93,650

What Went Well 2019 – 2020

- Introduction of CPOMS to enable staff to safely log concerns which can then be monitored and responded to.
- Autumn term focus on Quality First Teaching; highlighting profile of vulnerable in planning and teaching.
- Detailed staff training on (Insight) tracking pupil progress to ensure vulnerable are monitored and targeted interventions
- Continuation of successful strategies from previous year, specifically ELSA, pastoral, lunchtime and playtime support, positive behaviour strategies, Inspire etc.

It is to be noted some of the planned strategy support did not take place in the way that was initially outlined due to schools mainly being closed from March 2020 due to COVID-19. However, remaining grant money was focussed on ensuring our vulnerable children continued learning with support for accessing learning at home, resources for home learning purchased and printed, food parcels delivered, kitchen kept open for Easter etc.

Planned expenditure 2018-19

Strategy	Cost
<ul style="list-style-type: none"> • Clear identification and tracking of disadvantaged by all teaching staff to support personalised planning and appropriate interventions and to raise focus of PP across the school. • To provide targeted support for specific children via 1:1 or small group work to support the development of their writing. • Specialist TA's delivering 1:1 and small group sessions to those pupils who face significant barriers to learning in English & Mathematics. • Targeted interventions supporting learning to include: Snappy Phonics, FFT, Talk Boost, 1st Class@number (1&2), Success@arithmetic and social skills group. • Training and Deployment of ELSA (Emotional Literacy Support Assistant) • Appointment of additional SEN TA to provide 1:1 support for specified pupils • EYFS staff to include an HLTA to provide additional phonics, writing and numeracy group work. Focussing on improving basic language skills and building vocabulary, building basic literacy and numeracy skills building social and emotional resilience so that children are more ready to learn. • External counselling (Benjamin Foundation) paid for by school for certain pupils with particular mental health needs. 	<p>£130,000</p>
<ul style="list-style-type: none"> • Extend range of parent learning opportunities delivered in school and by linking with other agencies. • Support for eligible pupils attending OHSL opportunities. • Support for eligible pupils accessing before and after school care. 	<p>£5,200</p>

What Went Well 2018 – 2019

- Children access a range of social, cultural and sporting enrichment experiences such as County Music (Y4), Royal Ballet (Y3)
- Children access a wide range of enrichment visits and activities
- Residential (Y6 Eaton Vale)
- Bespoke provision and 1:1 support for targeted children
- Development of positive behaviour policy
- ELSA
- Pastoral provision
- Lunchtime and playtime support for pupils
- Lunchtime provision (AHT on duty, Orange Room, MDSAs 'Time to Play', Lunch Buddies, playground paintings)
- Strong family links
- EYFS outside provision
- Introduction of Inspire learning behaviours
- Funding support for residentials, school trips and school uniform
- Transition for Y6 pupils moving to High School

LONG TERM PLAN

Academic					
Objectives	Actions	Responsible	When by	Progress Indicators	Impact after 3 years
To ensure pupils experience high quality first teaching.	<ul style="list-style-type: none"> • Promote collaborative learning approaches, free choice differentiation and opportunities for mastery • Regular drop ins by SLT (full) • Regular book looks • Joint observations • Shared good practice • Teachers to plan in opportunities to consolidate key skills e.g. TT Rock Stars, weekly arithmetic tests 	HT, DH, AHT PLs SLs All staff	Ongoing	<ul style="list-style-type: none"> • Pupils achieve or exceed expected levels in Reading, Writing and Maths • Pupils make or exceed expected progress sin Reading, Writing and Maths. • Pupils given weekly opportunities to consolidate key skills in maths, phonics and reading. • Support staff will support learning effectively. 	

	<ul style="list-style-type: none"> Weekly release for English and Maths Subject Leaders Regular CPD for staff planned (staff meetings, PD Days, in school training, courses) 			<ul style="list-style-type: none"> Staff will receive appropriate CPD to facilitate development and high quality teaching Pupils receive effective feedback to improve their work 	
To respond rapidly with targeted teaching for pupils at risk of underachievement	<ul style="list-style-type: none"> Teachers to amend planning as needed Teachers updating Insight tracking system weekly Half termly Pupil Progress meetings to discuss strategies implemented to support pupils Support staff to target PP children in maths and English lessons Support staff to provide targeted interventions to support identified pupils 	<p>All staff</p> <p>SLT</p> <p>Maths and English Lead</p> <p>Phase Leaders</p>		<ul style="list-style-type: none"> Pupils achieve or exceed expected levels in Reading, Writing and Maths Pupils make or exceed expected progress in Reading, Writing and Maths. Reduced gap between PP and Non PP children in Reading, Writing and Maths Teachers will use accurate formative assessment to adapt teaching sequences and planning to pupil need Teachers use Insight to identify children at risk of underachieving Additional intervention sessions will take place, based on /gaps need 	
To embed and sustain a reading culture that ensure all pupils read regularly and develop a love of reading	<ul style="list-style-type: none"> Investigate and introduce resources to support the teaching of reading Guided Reading sessions will include elements of retrieval, vocabulary and inference Pupils read regularly and have access to high quality texts within English and Guided Reading lessons Increase number of reading volunteers World Book Day Staff CPD (James Campbell) 	<p>All teachers</p> <p>English Lead</p> <p>SLT</p>		<ul style="list-style-type: none"> Pupils achieve or exceed expected levels in Reading Pupils make or exceed expected progress in Reading Guided Identified children have opportunities for additional reading Quantity and quality of reading tracked by staff Library opened 2-3 lunchtimes a week and then one afternoon a week per phase for children to read and to change books CPD for staff 	

	<ul style="list-style-type: none"> Library open for pupils and parents to access at lunchtime and after school 				
Pupils to be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> Embed INSPIRE learning behaviours into the Curriculum and assemblies INSPIRE learning behaviours celebrated (house points, celebration assembly) 	<p>All staff</p> <p>SLT</p>		<ul style="list-style-type: none"> Classroom displays linked to INSPIRE, to which pupils refer High quality and an appropriate amount of work produced will be evident in book looks Good presentation in books will be evident in book looks Children able to talk about their learning, using the language of INSPIRE Identified children to be mentored 	

Enrichment and Engagement					
Objectives	Actions	Responsible	When by	Progress Indicators	Impact
To develop a range of extra-curricular clubs	<ul style="list-style-type: none"> Teachers asked to run an extra-curricular club (lunchtime or after school) for a half term across the school year 	<p>PE Lead</p> <p>SLT</p>		<ul style="list-style-type: none"> Improved attendance Children able to access all activities on offer throughout the school irrespective of social barriers 	
To develop wrap around care provision for pupils	<ul style="list-style-type: none"> Breakfast Club introduced 			<ul style="list-style-type: none"> Improved attendance and punctuality Increased attainment and progress in Reading, Writing and Maths 	
To support curriculum enrichment opportunities for PP children	<ul style="list-style-type: none"> Money given to each PP family (£50 per pupil) Subsidies available for families for trips and/or residential 			<ul style="list-style-type: none"> Pupils attend workshops and events, and visit places they would not normally attend, in order to enhance curriculum Raised aspiration, motivation and engagement. Given purpose and support to academic studies. 	

				<ul style="list-style-type: none"> Pupils' horizons broadened as they learned more about culture, science, history and geography. Provide a range of opportunities and equal access for all children. 	
To introduce SMSC Days	<ul style="list-style-type: none"> SMSC Days during the school year such as Healthy Body and Mind Day and Careers Day 	RK All staff		<ul style="list-style-type: none"> 	

Wellbeing					
Objectives	Actions	Responsible	When by	Progress Indicators	Impact
To support children's emotional needs	<ul style="list-style-type: none"> ELSA provision to support identified children Lunchtime provision to support children Weekly mentoring sessions for identified pupils to work through books, support with feedback to more learning on and to offer praise. 	AHT TS		<ul style="list-style-type: none"> Pupils are ready to learn in class with reduced need for intervention. Pupils talk positively about any achievements and progress Children are able to concentrate in class Children develop coping strategies for when in class 	
To increase parental engagement to support parents' understanding of curriculum	<ul style="list-style-type: none"> Open sessions planned for parents Parents evenings Fortnightly newsletters Forums/working parties introduced to discuss specific ideas/themes 	SLT All staff		<ul style="list-style-type: none"> Increased number of parents attending sessions Positive feedback from parent surveys and specific sessions/support given based on feedback/needs of parents 	
To support Y6 children with the transition to High School	<ul style="list-style-type: none"> Transition meetings for children and parents arranged with the High Schools 	Y6 teachers SLT LSA		<ul style="list-style-type: none"> Children have met with staff from High School and had opportunity to ask Qs Pupils feel positive/confident about the move to High School 	

	<ul style="list-style-type: none"> • PSHE curriculum to cover transition with Y6 pupils • Target children identified for 'Moving Up' intervention and work with an LSA in Summer 2 				
To build positive relationships with pupils/families to provide support	<ul style="list-style-type: none"> • AHT in non-teaching role • Celebration assembly open to parents of children receiving certificates • Open sessions planned by teachers • Parents evenings • Fortnightly newsletters • Community café for parents 	AHT TS		<ul style="list-style-type: none"> • Pupils are ready to learn in class with reduced need for intervention. • Increased attainment and progress • 	
To support for children having difficulty completing homework at home.	<ul style="list-style-type: none"> • Introduce homework club (lunchtime or after school) • Access to additional resources such as iPads and computers 			<ul style="list-style-type: none"> • Increased attainment and progress • Pupils ready to learn in class 	

Final Evaluation:

1. To ensure pupils experience high quality first teaching:

- In January 2022 , Ofsted recognised Westgate as a 'good' school, acknowledging that *"Leaders are designing an ambitious curriculum for all pupils from Reception through to Year 6. In many subjects, this work is complete."*

2. To respond rapidly with targeted teaching for pupils at risk of underachievement:

- Post covid, there is still a need for catch up and interventions to enable children to reach their potential and the curriculum planning ensures that this is ongoing.

3. To embed and sustain a reading culture that ensure all pupils read regularly and develop a love of reading:

- Ofsted recognised the way that reading has become embedded into the learning: *"Leaders have improved how reading is taught. This work is bearing fruit. Children in Reception begin to learn to read as soon as they join the school. Adults use every opportunity to encourage children to speak and listen."*
4. Pupils to be proactive, organised and enthusiastic learners:
 - Ofsted report stated: *From the start of Reception through to Year 6, pupils are taught to be aware of their emotions and behaviours. They also develop an age-appropriate understanding of the ways that people's lifestyles, beliefs and abilities differ. The impact of this work is evident in pupils' kindness and acceptance of each other's differences. One pupil commented, 'School helps us to be ourselves no matter what our ability. This summed up the view of many others.'*
 5. To develop a range of extra-curricular clubs:
 - Every term a different selection of clubs is offered and the aim is to try and have something available for each age group.
 6. To develop wrap around care provision for pupils:
 - Wrap around care is now an integral part of the school day with an offer from 8am through to 5pm each school day; we also work with the LA to ensure that there are holiday offers available, sometimes in our school.
 7. To support curriculum enrichment opportunities for PP children:
 - Ofsted recognised how inclusive Westgate is: *"Leaders, governors and staff share a commitment to provide inclusive education. They understand their local community. This knowledge and commitment underpin leaders' decision-making."*
 8. To introduce SMSC Days:
 - This has started but there are further areas to develop further, especially as covid restricted this significantly.
 9. To support children's emotional needs:
 - There are now 2 ELSA trained in school as well as a mental health lead.
 10. To increase parental engagement to support parents' understanding of curriculum:
 - This is an area to develop further; parental engagement has been severely limited by covid.
 11. To support Y6 children with the transition to High School
 - Transition work is developed further each year and reflects the needs of the cohort.
 12. To build positive relationships with pupils/families to provide support:
 - Although there is considerable support for families under social care, it has been difficult to identify more general needs with covid restricting access; this is an area to develop further.
 13. To support for children having difficulty completing homework at home:
 - Wrap around care offers opportunities for homework support and there have been after school sessions offered by staff for this as well.