



Pupil Premium Strategy 2022 – 2025

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 over the last 6 years. This extra 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

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School	Westgate Community Primary School				
Total PP Budget 2022 - 2023	130,928			Date of most recent PP Review	Summer 2022
Total number of pupils	298	Pupils eligible for PP	29.5%	Date for next internal review of this strategy	

Cohort Information

Characteristic	Total in Group	Percentage of PP within Group
Boy	54.4 %	29%
Girl	45.6 %	30%
SEND	13.8%	14%
EHC Plan	5%	40%
EAL	10%	13%
Deaf	3%	22%

Expenditure

	£ Cost p/a
Assistant Head/DSL (working almost exclusively with PP families)	39,240
ELSA (x2)	19,879
Uniform	1,250
LSAs supporting children with additional needs (mainly PP)	57,399
Enrichment (trips, clubs, breakfast club and events)	5,000
Lunchtime provision (Thinking Zone)	1,000
ELSA resources	500
CPOMS	950
Breakfast Club	5,320
HAF lunches	390
TOTAL	£13,0928

Key Priorities 2022 - 2023

- Maximise outcomes for all children, especially Pupil Premium children
- Reduce the gap between PP and non PP children in Reading, Writing and Maths
- Maximise opportunities and outcomes for PP who are also SEN

- Support opportunities for inclusion e.g. partial payment for trips/clubs/uniform etc.
- All children to access quality first teaching all of the time
- LSAs to support interventions (currently linked to 1:1 needs)
- Support children in attending extra-curricular clubs
- Promote and support HAF offers to children in holidays
- Expose all children to rich language aligning to SDP focus on vocabulary
- To increase opportunities for parents/carers to come into school

LONG TERM PLAN

Academic					
Objectives	Actions	Responsible	When by	Progress Indicators	Impact
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, vocabulary • Weekly release for English and Maths Subject Leaders to monitor and support • Regular CPD for staff planned (staff meetings, PD Days, in school training, courses) 	HT, DH, AHT All staff	Ongoing	<ul style="list-style-type: none"> • Pupils make or exceed expected progress in Reading, Writing and Maths. • Pupils achieve or exceed expected levels in Reading, Writing and Maths • Pupils given weekly opportunities to consolidate key skills in maths, phonics and reading. • Support staff will support learning effectively. • Staff will receive appropriate CPD to facilitate development and high quality teaching • Pupils receive effective feedback to improve their work • Monitoring by core subject leads/phase leads to link to development plans 	

<p>To respond rapidly with targeted teaching for pupils at risk of underachievement</p>	<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 • Advice/support from SENDCO/ToD as appropriate. 	<p>All staff</p> <p>SLT</p> <p>Maths and English Lead</p> <p>Phase Leaders</p>		<ul style="list-style-type: none"> • Reduced gap between PP and Non PP children in Reading, Writing and Maths • Pupils achieve or exceed expected levels in Reading, Writing and Maths • Pupils make or exceed expected progress 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. • Half termly/termly assessments used to monitor. • Additional intervention sessions will take place, based on /gaps need 	
<p>To embed and sustain a reading culture that ensure all pupils read regularly and develop a love of reading</p>	<ul style="list-style-type: none"> • Introduction of new phonics scheme to all children and all staff. • 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 • Library refurbished 	<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 • Identified children have opportunities for additional reading • Quantity and quality of reading tracked by staff • Library refurbished to ensure books are accessible and attractive. • CPD for staff in phonics to guide consistent support for reading. 	

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) • Develop pride in presentation and work across whole school. • Develop resilience. 	All staff SLT		<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 	
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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"> • Staff asked to run an extra-curricular club (lunchtime or after school) for a half term across the school year. • Actively seeking external clubs that may enrich children's opportunities. • Links with Clarke Coaching 	PE Lead SLT		<ul style="list-style-type: none"> • Improved attendance • Children able to access all activities on offer throughout the school irrespective of social barriers • Enrichment encourages and develops interests eg sport, art, nature etc. 	
To develop wrap around care provision for pupils	<ul style="list-style-type: none"> • Breakfast Club • After school club until 5pm • Other clubs available half termly (see above) 	SLT		<ul style="list-style-type: none"> • Improved attendance and punctuality • Improved engagement with school and learning • Increased attainment and progress in Reading, Writing and Maths 	
To support curriculum enrichment opportunities for PP children	<ul style="list-style-type: none"> • Subsidies available for families for trips and activities. • Promotion of holiday HAF offers (including on our site) 			<ul style="list-style-type: none"> • Pupils attend workshops and events, and visit places they would not normally attend, in order to enhance curriculum • 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"> Raised aspiration, motivation and engagement. Links between home and school broadened. 	

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 Behaviour plans/reward charts Lunchtime provision to support children Midday buddies trained and introduced Mental health lead CAF support (often identified through CPOMS) 	AHT TS JJ JC		<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 Trainee Social worker to work on community projects 	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 • PSHE curriculum to cover transition with Y6 pupils • Target children identified for 'Moving Up' intervention and work with an LSA in Summer 2 	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 • Parents feel supported and informed 	
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 • CAFS/ other work with outside agencies to support identified needs • Signposting to support such as housing, food banks etc. so families recognise the support available 	
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 • Children ready to learn in class • Children feel positively about additional work to support their learning. 	