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Pupil Premium Report 2023-24

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westbury Park Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	School Improvement Committee
Pupil premium lead	Helen Clark
Governor / Trustee lead	Georgina Ridsdale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,900
Recovery premium	£2,000
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

£21,900

Part A: Pupil premium strategy plan

Statement of intent

At Westbury Park School, we have high aspirations and ambitions for all children and believe that each child, regardless of background or circumstance deserves the best possible education. We use the Pupil Premium Grant to assist in tackling the impact of disadvantage through high quality targeted teaching, focussed pastoral support, increased access to enriching experiences and a whole school culture of inclusion and high expectations for all children. We have taken guidance from the Education Endowment Fund to identify the best ways to close the attainment gap through a tiered approach to balance approaches to improving teaching targeted academic support and wider strategies.

Tier 1: High quality teaching and learning

- **Curriculum development**

Our curriculum exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with the personal characteristics required to succeed. Each subject is taught discretely with a relentless focus on building pupils core skills of reading, writing and maths across all subjects. The curriculum underpins children's good spiritual, moral, social and cultural development

- **Professional development for all staff**

Focus on improving core teaching and learning strategies to improve independence, oracy and engagement with learning

- **Assessment and accountability**

Pupil progress meetings will focus on Pupil Premium children not showing academic attainment and progress consistent with their peers. Early identification of need, coupled with appropriate and effective intervention should address gaps in learning.

Tier 2: Targeted academic support

- **Phonics and reading**

Rigorous and systematic teaching of phonics (Little Wandle Letters and Sounds) with ongoing assessment supports reading and writing and provides children with a firm foundation on which to build. Reading lessons focus on the skills of comprehension including fluency, vocabulary and question types such as retrieval and explanation. 'Steps to Read' expose the children to rich and diverse texts and lessons follow a structure in every year group allowing for consistency and a clear progression of skill.

- **Interventions**

Teaching assistants use relevant and high quality interventions to develop specific skills for children to address gaps in learning.

Tier 3: Wider strategies

- **Positive behaviour management** building relationships with vulnerable children
- **ELSA mentoring** from four trained ELSA teaching assistants



- **Enrichment opportunities** including access to residential visits, year group trips, wrap around care and music lessons

Challenges

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

Challenge number	Detail of challenge
1	Effective learning behaviours and engagement in learning
2	Individual specific difficulties in English and Maths
3	Attendance and punctuality of a minority of Pupil Premium pupils
4	Wellbeing and mental health including emotional resilience; challenging family situations; challenging friendship dynamics
5	Fewer opportunities for enrichment activities in comparison to year group

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
Effective learning behaviours and engagement in learning will lead to greater progress	Children achieve learning objectives in the majority of lessons Children are able to talk about successes in their learning and future targets with confidence Behaviour for learning is appropriate in lessons
Children's attainment will increase and progress maximised. This will be achieved by monitoring the progress of PP children as a key data group throughout the year for the ongoing review of provision needed and the impact of interventions	Children will make age related expectations in all areas and progress will be maintained as they progress through the school Where possible children will be supported to achieve greater depth in some subjects
Early intervention quickly identified	Children working towards the standard for their age will be closer to the standard than at the start of the year
Attendance and punctuality of identified children will improve	Percentage attendance figures of PP children remain high (above 95%)



Children develop self-regulation strategies and emotional resilience	Children will have the confidence to attempt challenges and have the resilience to overcome failure Children will independently use taught strategies to self-regulate and de-escalate Children are aspirational and proud of their successes
Children have access to a wide range of enrichment opportunities	Children will have the opportunity to have high quality enrichment experiences outside the classroom to develop confidence, a sense of belonging and self esteem

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 - Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching is supported through assessment to enable all groups of children to make at least expected progress.</p> <p>Individual Pupil Premium Passports and following PP children as a key data group in Pupil Progress Meetings allow staff to focus on individual progress</p> <p>Fortnightly EYFS team meetings identify children not meeting development goals in all areas. This early identification enables intervention to commence at the earliest opportunity in all areas of learning</p>	<p>High quality, inclusive teaching for all pupils in all classes, including differentiated teaching strategies and on-going formative assessment to personalise learning and narrow the attainment gap to produce the best outcomes for all pupils.</p> <p>EEF high quality teaching</p> <p>NFER report on supporting the attainment of disadvantaged pupils</p> <ul style="list-style-type: none"> An individualised approach to addressing barriers to learning and emotional support at an early stage Focus on high quality teaching <p>Metacognition, self-regulation and self-control approaches and embedded growth mindset attitude to learning</p> <p>EEF recommendation</p>	<p>1 2 4</p>



	<p>Formative and summative assessment methods including NTS assessments provide reliable insights into specific strengths and weaknesses of each pupil. Gap analysis from the tests inform individual instruction or interventions needed.</p> <p>Focus on PP children in pupil progress meetings, learning walks, book scrutinies and child conferences Support for higher and middle attainers as well as lower attainers</p> <p>Balance of teacher led activities with more kinaesthetic, active forms of learning</p> <p>EEF Guide to pupil premium 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p> <p>EEF School planning guide 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'</p> <ul style="list-style-type: none"> • Dyslexia friendly classrooms • EAL support from Better Bilingual and training for teachers • Use of the OAP – the Ordinarily Available Provision for SEND Bristol Ordinarily Available Provision 	
<p>Effective learning behaviours resulting in greater engagement in learning</p> <p>Training opportunities for all staff including SEND training to engage all learners</p>	<p>Consistent approach to behaviour management (Paul Dix approach), behaviour incentives and positive recognition, restorative conversations to restore expected behaviours.</p> <p>Building relationships with vulnerable children -children feel supported at an early stage.</p> <p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Behaviour interventions +3 months progress • Social and emotional learning +4 months progress <p>EEF Improving social and emotional learning in Primary schools</p> <ul style="list-style-type: none"> • school wide approach • teach SEL skills explicitly • integrate and model SEL skills <p>EEF improving behaviour in schools</p> <p>NFER report on supporting the attainment of disadvantaged pupils</p> <ul style="list-style-type: none"> • An individualised approach to addressing barriers to learning and emotional support at an early stage • Focus on high quality teaching • Commitment to high quality CPD opportunities 	<p>1 4</p>



<p>Assessment and in the moment feedback in place to track and personalised learning</p> <p>Use of learning slips and knowledge organisers provide a means of tracking knowledge, understanding and skills taught</p>	<p>Meaningful, manageable and motivating marking and feedback to empower children to take responsibility for improving their own work. This follows recommendations and evidence of best practice from</p> <p>Education Endowment Foundation Guide to pupil premium</p>	<p>1 2 4</p>
<p>Parents supported to help children make progress and engage with Learning All PP parents invited to workshops and information sessions</p>	<p>Close involvement of SENDCo</p> <p>EEF teaching and learning toolkit</p> <p>Effective parental engagement means developing a sense of belonging to the community for parents as well as children</p> <p>Parental engagement +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 2 4</p>
<p>Revision of phonics provision (Little Wandle) and reading curriculum (Steps to Read) expose the children to rich and diverse texts. Lessons follow a structure in every year group allowing for consistency and a clear progression of skill.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils</p> <p>Phonics approaches +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 2</p>



Targeted academic support

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions to address individual gaps in English and Maths lead by teacher, teaching assistant, tutor or SLT. Children will overcome learning barriers to reach ARE in reading, writing and maths</p>	<ul style="list-style-type: none"> ● Phonics 'Little Wandle Letters and Sounds' catch up lessons ● 1:1 reading support ● Rapid reading intervention ● Reading volunteers ● Spelling interventions and daily ● EYFS SALT and EAL interventions ● Assembly groups to pre teach or reinforce lessons ● 1:1 feedback to provide personalised learning and to move children from secure to exceeding ● NTS assessments in reading and maths to identify pupils' strengths and weaknesses and any misconceptions ● NTS Shine interventions <p>EEF best use of teaching assistants EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> ● EY interventions +5 months ● Feedback +8 months ● small group tuition +4 months ● 1:1 tuition +5 months 	<p>1 2 4</p>

Wider strategies -Budgeted cost: £7,499

Activity	Evidence that supports this approach	Challenge number(s) addressed



<p>Positive behaviour management, based on building relationships with vulnerable children</p>	<p>EEF teaching and learning toolkit</p> <p>Behaviour interventions +3 months progress</p> <p>EEF Improving social and emotional learning in Primary schools</p> <ul style="list-style-type: none"> • school wide approach • teach SEL skills explicitly • integrate and model SEL skills <p>Paul Dix approach implemented Sept 21</p> <ul style="list-style-type: none"> • Positive Behaviour Policy September 2021 <p>EEF improving behaviour in schools</p>	<p>1 2 3</p>
<p>Attendance meetings will explore the barriers that contribute to slower progress from a parental perspective in order to find sustainable solutions to better attendance and punctuality</p>	<p>Exploring issues and finding solutions with the family to agree effective strategies to improve regular attendance.</p> <p>EEF Rapid Attendance Review</p>	<p>3</p>



<p>ELSA mentoring</p> <ul style="list-style-type: none"> ● Gingerbread club ● Friendship skills groups ● ELSA 1:1 work ● Girls on Board friendship work ● Drawing and talking ● Teacher/TA mentoring ● Well being hub at lunchtime 	<p>Children will have the confidence to attempt challenges and have the resilience to overcome failure.</p> <p>Children will build self-esteem and reduce anxiety. Children will be aspirational and proud of their successes.</p> <p>Children will have strategies to self-regulate and increase a sense of community.</p> <p>Mentoring and group work will develop cohesion and promote positive behaviours.</p> <p>EEF teaching and learning toolkit</p> <p>Social and emotional learning +4 months progress EEF Improving social and emotional learning in Primary schools</p> <p>PP children prioritised for a place in Gingerbread Club (Y3-5), ELSA intervention, Drawing and Talking sessions, mentoring and friendship skills groups.</p>	<p>1 4</p>
<p>Engagement in school wide enrichment days and residential opportunities including access to wrap around care and music lessons</p>	<p>To increase the 'cultural capital' of disadvantaged pupils and allow them to develop independence, resilience, self-confidence and wellbeing.</p> <p>To allow FSM children to participate and benefit from residential trips to enrich the curriculum in Y5 and Y6</p> <p>EIF personal development</p>	<p>3 4 5</p>

Total budgeted cost: £21,999

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 2022 to 2023 academic year.



Pupil outcomes (Headlines) 2022-23

	2020 Whole year expected standard	2021 Whole year expected standard	2022 Whole year expected standard	2023 Whole year expected standard	2023 Pupil Premium expected standard
EYFS (GLD)	79%	87%	82%	68%	0%
Year 1 Phonics	88%	93%	97%	93.5%	100%
Year 2 Reading	88%	97%	95%	87%	100%
Year 2 Maths	85%	92%	96%	92%	100%
Year 6 Reading	92%	89%	98%	95%	100%
Year 6 Writing	95%	89%	89%	82%	75%
Year 6 Maths	92%	89%	95%	90%	75%

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Small group writing support from TA • Reading comprehension small group • Access to small group Maths intervention led by NTP catch up tutor • Individual writing upgrading with TA • More focused teacher support in writing • Individual maths pre teaching and support from teacher • 1:1 maths concepts support to move from EXS to GD • Girls friendship support including 'Girls on Board' sessions • Individual targeted SEMH support from classteacher • Priority reading • Pupil passports collated to track intervention and progress
What was the impact of that spending on service pupil premium eligible pupils?	<p>Reading 100% of SPP working at ARE</p>
	<p>Maths 100% of SPP working at ARE 33% of SPP working above ARE</p> <p>Writing</p>



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	<p>66% of SPP working at ARE 33% of SPP working above ARE</p> <p>SPAG 66% of SPP working at ARE 33% of SPP working above ARE</p>
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Further information

- PP children are scrutinised as a discrete group in School Improvement Committee, pupil progress meetings, book scrutinies and pupil conferences throughout the year
- Attendance and behaviour of PP children are closely monitored termly
- PP parent meetings
- Pupil premium passports for each PP child have been compiled to include progress over time from when the child joined the school. This ensures that PP children are at the forefront of teacher's planning, assessment and feedback and intervention needs both academically and socially can be identified at the earliest opportunity
- PP passports also track sporting and enrichment opportunities that individual children take part in

