



Bayswater Avenue, Bristol BS6 7NU

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Pupil Premium Report 2024-2025

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	405
Proportion (%) of pupil premium eligible pupils	2.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	School Improvement Committee
Pupil premium lead	Helen Clark
Governor / Trustee lead	Virginie Mengeaud

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,254.17
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	£15,254.17



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 and inclusive 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 help to 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; recognising good conduct and celebrating positive behaviour
- **Pastoral mentoring** from trained ELSA and Drawing and Talking 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 move 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%)



	Build strong relationships and work jointly with families to understand barriers to attendance working in partnership to remove them
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.

Quality of teaching for all

Budgeted cost: £4,993.16

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>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>The core principles of building knowledge, developing language and shaping character guide the curriculum design and teaching strategies. Each subject provides a sequenced structure allowing children to develop skills, knowledge and vocabulary essential for success in a vibrant learning environment.</p> <p>Revisiting learning is emphasised through a spiral curriculum, enabling knowledge to be committed to long term memory.</p> <p>Reference: Moving forwards, making a difference (EEF) <i>'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'</i></p> <p>An individualised approach to addressing barriers to learning and emotional support at an early stage</p>	1 2 3 4 5



<p>Dyslexia friendly classrooms</p> <p>EAL strategies (Better Bilingual)</p> <p>Use of the OAP – the Ordinarily Available Provision for SEND Bristol Ordinarily Available Provision</p>	<p>Focus on high quality teaching</p> <p>Metacognition, self-regulation and self-control approaches and embedded growth mindset attitude to learning</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>An individualised approach to addressing barriers to learning and emotional support at an early stage</p> <p>Focus on high quality teaching</p> <p>Metacognition, self-regulation and self-control approaches and embedded growth mindset attitude to learning.</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 audits and child conferences. Support in place for higher and middle attainers as well as lower attainers</p> <p>EEF Guide to pupil premium</p>	<p>1 2 3</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 adult interactions scaffold and model learning; observations inform the next steps for individual children. All children will make good progress from their varied starting points.</p>	<p>1 2 3</p>
<p>Effective learning behaviours resulting in greater engagement in learning</p>	<p>Consistent approach to behaviour management -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> <p>EEF Improving social and emotional learning</p> <p>EEF improving behaviour</p>	<p>1 4 5</p>
<p>Training opportunities for all staff including SEND training to engage all learners</p>	<p>Staff training investment to increase staff knowledge and understanding of teaching strategies and pedagogy enables enhanced effectiveness of classroom practice for all.</p>	<p>1 2 4</p>



<p>Assessment and in the moment feedback in place to track and personalised learning</p>	<p>Meaningful, manageable and motivating marking and feedback to empower children to take responsibility for improving their own work.</p> <p>Use of learning slips provide a means of tracking knowledge, understanding and skills taught</p> <p>EEF 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, information sessions and parenting classes.</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>EEF parent engagement</p>	<p>1 2 4</p>

Targeted academic support

Budgeted cost: £12,868.91

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' Keep up lessons ● Little Wandle Rapid Catch up ● 1:1 reading support ● Rapid reading intervention ● Rapid writing ● Reading volunteers ● Comprehension Express ● Spelling attack and intervention groups ● 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 One to one tuition</p> <p>EEF small group tuition</p> <p>EEF Phonics toolkit strand</p>	<p>1 2</p>



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Wider strategies Budgeted cost: £3,575.18

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 EEF Improving social and emotional learning in Primary schools 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. EEF Rapid Attendance Review Working together to improve school attendance DfE</p>	<p>3</p>



<p>Pastoral mentoring</p> <ul style="list-style-type: none"> ● Gingerbread club ● Friendship skills groups ● ELSA 1:1 work ● Lego therapy ● Girls on Board friendship work ● Drawing and talking ● Teacher/TA mentoring ● Wellbeing hub at lunchtime ● Super Flex (social thinking) 	<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 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: £21,437.25



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 2023 to 2024 academic year.

Pupil outcomes (Headlines) 2023-24				
	2021-2022 Whole year expected standard	2022-2023 Whole year expected standard	2023-2024 Whole year expected standard	2023-2024 Pupil Premium expected standard
EYFS (GLD)	79%	68%	78%	0%
Year 1 Phonics	97%	93%	90%	33%
Year 2 Reading	95%	87%	83%	100%
Year 2 Maths	95%	92%	81%	100%
Year 2 Reading, Writing and Maths	93%	80%	73%	100%
Year 6 Reading	98%	95%	96%	100%
Year 6 Writing	89%	82%	91%	50%
Year 6 Maths	89%	90%	95%	100%
Year 6 Reading, Writing and Maths	88%	74%	91%	50%

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 • More focused teacher support in writing • Small group maths pre-teaching and arithmetic support • Individual targeted SEMH support from class teacher where necessary • Priority reading • Pupil passports collated to track intervention and progress
What was the impact of that spending on service pupil premium eligible pupils?	<p>Our SPP children left the school in October 2023 due to family relocation.</p> <p>100% of SPP left the school working at Age Related Expectations in Reading, Writing and Maths</p>



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Further information

- PP children are scrutinised as a discrete group in School Improvement Committee, pupil progress meetings, looking at children's books and pupil conferences throughout the year
- Attendance and behaviour of PP children are closely monitored termly
- PP parent meetings
- PP+ Education Plan 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. PP children can then be prioritised for academic and pastoral intervention opportunities at the earliest opportunity
- PP passports also track sporting and enrichment opportunities and pupil voice