# Westgate Primary School Pupil Premium Strategy Statement 2021-22

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Westgate Primary School |
| Number of pupils in school | 591 |
| Proportion (%) of pupil premium eligible pupils | 34.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-24 |
| Date this statement was published | 17 December 2021 |
| Date on which it will be reviewed | Autumn 2022 |
| Statement authorised by | Keith Wright |
| Pupil premium lead | Keith Wright |
| Governor / Trustee lead | Sandra Roberts |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 276,935 |
| Recovery premium funding allocation this academic year | £6706 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 – More is spent than allocated. |
| **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 | £283,641 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We want all our pupils to succeed regardless of their background or socio-economic position. Every child needs to feel that they can achieve, and this can only be done if effective resources, human and otherwise, are available to support each child. Our aim is to ensure that economic and other identified barriers, current and historic, do not hinder the potential achievement of all pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Disrupted learning / development either within or prior to starting primary education. |
| 2 | Support outside of school. |
| 3 | Punctuality and being ready for the day. |
| 4 | Financial restrictions from families preventing pupils from experiencing things that less disadvantaged peers can access. |

## 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.

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| Intended outcome | Success criteria |
| Supporting PP pupils in achieving outcomes closer to those nationally particularly the lowest 20% in Reading, Writing and Maths | Targeted pupils achieve well compared to non-disadvantaged pupils.  Gaps, inherent and impacted by COVID close faster so that all pupils achieve well in relation to their starting point.  All pupils achieve well by the end of Year 6. |
| Ensuring that those PP pupils who were behind their peers in KS1 make better progress by the end of KS 2 when compared to their peers. | Gaps identified in July 2021 are narrowed at the end of July 2022, and again at the end of 22-23 and 23-24, particularly in Reading, but also in Writing and Maths. |
| To ensure that the most vulnerable pupils know more and remember more across the wider curriculum. | Key Assessments periodically ensure that pupils can retain information learned in previous terms / years.  That the next areas of learning make sense to pupils so that they can see links between current and past learning, AND what future links might be in subsequent terms / years across all subjects. |

## 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: £167,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recruitment of additional FTE teacher to support with learning of children while school recovers. | Quality first teaching offers vulnerable pupils the most qualified professional to support them. In-house staff maintain consistency to ensure pupils get the best teaching available. | 1 & 2 |
| Training in Emotion Coaching to support pupils who struggle the most in school. | Understanding the stresses of life at home or in school, can give pupils the security they need to be reassured that it “is okay not to be okay” and to help them develop strategies to build resilience and to self-regulate. | 1, 2 & 3 |
| Extension of the Inclusion Team | Additional staff who can support with emotional matters of pupils and / or their families can help pupils be in a better frame of mind to learn and also feel a better sense that they can achieve. | 1, 2, 3 & 4 |

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

Budgeted cost: **£ 68,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional Teaching and Support Staff | In-house colleagues can help SLT target and support the most vulnerable learners either within the whole-class setting or as part of an intervention programme for an individual or small group of pupils. | 1, 2 & 3 |
| Existing Inclusion team having more time, due to increased capacity to support with more home visits to get pupils in school where attendance is an issue; meet with parents / carers who are struggling in order to signpost support. | Lateness is improving as is overall attendance in spite of COVID-enforced absences. This means that pupils are ready to learn with their peers from the outset every day. | 1, 2 & 3 |

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

Budgeted cost: **£ 56,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Existing Inclusion team having more time, due to increased capacity, to support with more home visits to get pupils in school where attendance is an issue; meet with parents / carers who are struggling in order to signpost support. | Lateness is improving as is overall attendance in spite of COVID-enforced absences. This means that pupils are ready to learn with their peers from the outset every day. | 1, 2 & 3 |

**Total budgeted cost: £ 291,000**

# 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 2020 to 2021 academic year.

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| There was success in closing the gap for those disadvantaged pupils who were the most vulnerable to have fallen behind. Regretfully, the impact of cases of COVID in the school along with staff absences through catching COVID or having to self-isolate due to test and trace and the requirement up to 14th August 2021, caused some of the successes to be compromised. This is being prioritised in 2021-22 with the recruitment of additional support and teaching staff to cover when colleagues may be off school again in the next academic year. |

## Externally provided programmes

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| Programme | Provider |
| Better Readers | Lancaster County Council |
| Place Value Counters and Tutorials | Number Stacks |
| First Class Maths | Edge Hill University |