

Westgate Primary School Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Westgate Primary School
Number of pupils in school as at October 2022	572
Proportion (%) of pupil premium eligible pupils	38.0%
Academic year/years that our current pupil premium strategy plan covers	2021-24 (22-23)
Date this statement was published	25 November 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Keith Wright
Pupil premium lead	Keith Wright
Governor lead	Sandra Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 282780
Recovery premium funding allocation this academic year	£28,420
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	£311,200

Part A: Pupil premium strategy plan

Statement of intent

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.

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	Current cost of living crisis affecting families who are struggling to make ends meet, including those in employment not eligible for Pupil Premium Funding.

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
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	Gaps identified in July 2022 end of Key Stage statutory and internal assessments are narrowed at the end of July 2023, and

progress by the end of KS 2 when compared to their peers.	again at the end of 23-24, particularly in Reading, but also in Maths (And Writing as part of a whole-school global target).
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: £178,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional FTE teacher to support with learning of children including an extra group for Maths in Years 5 and 6.	Evidence indicates that high quality first teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged schools. In-house staff maintain consistency to ensure pupils get the best teaching available.	1 & 2
Establishment of the Relationships and Regulations Policy to enhance Emotion Coaching, self-regulation and improve overall behaviour for all pupils but particularly those who struggle the most in school. This includes the whole school introduction of 'Zones of Regulation'.	Research from the EEF evidences that approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom.	1, 2 & 3
Extension of the Inclusion Team by allocating Inclusion Support staff to work in every year group.	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

	This also enables more targeted programmes such as Thrive, Lego Therapy & Socially Speaking can be delivered to students with specific I issues by better skilled and trained staff.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 72,760

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. This may include effective high quality teaching strategies such as feedback, same day interventions or more targeted academic support or interventions.	1, 2 & 3
Recruitment of additional HLTA to support with targeted interventions in reading	These interventions specifically support the teaching of reading comprehension strategies (EEF recommended) which are linked to the needs of the pupils within the intervention. Evidence from EEF shows pupils made on average 6+ progress.	1&2
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 tackled both at the door on arrival by also by follow up phone calls and / or home visits. Formal letters are sent out to those who are persistently late offering support but also challenge. This means that more pupils are ready to learn with their peers from the outset every day. More specialised programmes which are targeted at students with specific behavioural or SEMH issues are also delivered by our experience and skilled Inclusion Team. This may include support around children who	1, 2 & 3

	suffer with emotionally-based school avoidance issues.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59,900

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
A small number of parents struggling to provide breakfast informing the school.	For the most vulnerable pupils, breakfast is provided on arrival. This helps the child to feel more ready to settle into the day.	2 & 4
Tutoring through the NTP was not proving as successful as hoped and funding does not allow continued support when the school is currently on a trajectory for deficit with the increased costs of staff, resources and energy.	<p>Only a small number of pupils were able to access one-one or small group tuition through the NTP.</p> <p>It was decided that more pupils would benefit from the enhanced support in the classroom through targeted, finite intervention and quality-first teaching. This was to mitigate the expectation to contribute 40% of the costs of the NTP programme, when existing finances are so stretched.</p> <p>This is to avoid having to reduce staff to support the 40% costs of the NTP contribution in 2022-23.</p>	1

Total budgeted cost: £ 311,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 4.4% higher than their non-FSM peers in 2021/22 and persistent absence 26.4% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have

reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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 2021 to 2022 academic year.

Summer 2022 was the first year that statutory assessments have taken place since before the pandemic. The IDSR reports that there are no significant comments for disadvantaged pupils in Key Stage 1 or 2. EYFS has not been reported in 2022.

Within Lancashire Rose the following gap between FSM and Non FSM in school have been published in percentages GD in Brackets (Red indicates if FSM was higher):-

FSM

KS1 : Re – 31.6 (10.2) : Wr – 28.7 (5.9) : Ma – 23.9 (2.8)

KS2 : Re – 10.7 (7.7) : Wr – 11.9 (3.4) : Ma – 18.2 (4.9) : GPS 21.9 (4.5)

FSM Ever 6

KS1 : Re – 32.4 (10.4) : Wr – 29.5 (6.0) : Ma – 24.8 (2.9)

KS2 : Re – 16.8 (9.5) : Wr – 15.6 (3.5) : Ma – 23.2 (5.4) : GPS 26.7 (2.5)

Externally provided programmes

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