



Westgate Primary School Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Westgate Primary School
Number of pupils in school as at September 24	529
Proportion (%) of pupil premium eligible pupils in September 24	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Annual review - July 2025 Long term review – July 2027
Statement authorised by	Jane Henderson
Pupil premium lead	Jane Henderson
Governor lead	Sandra Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 284,160
Recovery premium funding allocation this academic year	£14,500
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	£298,660

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to identify and address barriers and support disadvantaged pupils to achieve to their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who struggle to attend school regularly or on time, young carers, those who struggle with social emotional or mental health challenges and those experiencing financial challenge / cost of living crisis.

High-quality teaching and robust pastoral provision is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education. Our approach will be responsive to common challenges and individual needs in our specific setting and will be based on robust diagnostic assessment of attainment needs.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Reading than their peers.</p> <p>At the end of Reception 2023-24, the reading data was as following: <u>Comprehension</u> 64% (18) of disadvantaged children achieved the ELG in comprehension 76% (35) of non-disadvantaged children (35) achieved the ELG in comprehension <u>Word reading</u> 61% (17) of disadvantaged children achieved the ELG in word reading 80% (37) of non-disadvantaged children achieved the ELG in word reading This gap remains steady to the end of KS2.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p><u>Number</u> 68% (19) of disadvantaged children achieved the ELG in Number 83% (38) of non- disadvantaged children achieved the ELG in Number This gap remains steady to the end of KS2</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support remain relatively high. Of the disadvantaged pupils we currently have on roll, 58% have received support with social and emotional needs pastoral support are disadvantaged.</p>
5	<p>Attendance amongst disadvantaged pupils is lower than non-disadvantaged pupils. An analysis of attendance in November 2024 shows that 57% of our current disadvantaged pupils have an attendance of below 95%.</p>
6	<p>Affordability of experiences beyond the classroom, including those in employment and not eligible for Pupil Premium Funding.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 42% of disadvantaged pupils met the expected standard (23-24 data)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 51.5% of disadvantaged pupils met the expected standard. (23-24 data)

<p>To continue to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (Oct 24 - 95%V 92.5%) • the percentage of all pupils who are persistently absent (below 95%) is decreasing and the figure among disadvantaged pupils has seen the biggest impact.

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 priorities for current academic year

Budgeted cost: £130,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher to support with learning of children including an extra group for Maths in Years 5 and 6.</p>	<p>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.</p>	<p>3</p>
<p>Purchase of standardised diagnostic assessments - AR, Phonics Tracker, Number Stacks, Fluency Rubric, Welcomm & Talk Boost</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3,</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase of resources and teacher training/release time eg Talk programmes by Lancashire.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1 & 2</p>
<p>Renewal, resources & training of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils – Red Rose Letters and Sounds.</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 Teaching and Learning Toolkit EEF</p>	<p>1 & 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD (including Teaching for Mastery training/Red Rose Maths Mastery approaches)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff eg Zones of Regulation, Emotional Coaching, Thrive, EBSA, Trauma Informed practices.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1,4 & 5</p>

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

Budgeted cost: £ 107,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of additional staff to support with targeted interventions in reading & Maths.</p> <p>Use of diagnostic assessment to target pupils and specific area for intervention</p>	<p>This may include effective high quality teaching strategies such as feedback, same day interventions or more targeted academic support or interventions.</p> <p>These interventions specifically support the teaching of reading comprehension strategies (EEF recommended) which are linked to the needs of the pupils within the intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2 & 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.- Early Talk Boost in Reception/Welcom Talk Boost in KS1.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: £ 66,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continued whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>This includes small group and 1-1 support for pupils struggling with SEMH issues.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>All outcomes</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5 & 6</p>
<p>Release of our Early Year's Lead to support the main feeder nursery.</p>	<p>The Early Year's lead will use the assessments and observations from the Reception cohorts to target, support and train staff from the feeder nursery.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years</p>	<p>1, 2 & 3</p>
<p>Access to extra-curricular activities to enhance learning, behaviour and promote good attendance.</p>	<p>Wider strategies relate to the most significant non-academic barriers to school including behaviour, attendance and Social and Emotional support.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	<p>4, 5 & 6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>6</p>

Total budgeted cost: £ 304,302

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous strategy was written and delivered by a previous Head Teacher.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following;

Area (23/24)	Overall & of EXS+ (School)	Overall & of EXS+ (National)	Disadvantaged at ARE (school)	Disadvantaged at ARE (National)	Non-disadvantaged at ARE (school)	Non-disadvantaged at ARE (National)
EYFS - GLD	61.3%	67.7%	40.9%	47.8% (Lancashire)	69.8%	68.1% (Lancashire)
PSC – Phonics Year 1	78.4%	80.2%	66.7%	68.4%	85.1%	83.4%
PSC – Phonics Year 2	56.3%	54.6%	50%	48.5%	62.5%	58%
Reading - End of KS2	60%	74%	42.4%	62%	69.8%	79%
Maths – End of KS2	60.5%	72%	51.5%	59%	79.2%	79%
Writing – End of KS2	64%	73%	45.5%	58%	75.5%	78%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrates that the work in improving phonics over the last few years is starting to have impact on all pupils but specifically the disadvantaged as there has been an improving picture of only 40% achieving the PSC in 21/22, 60.9% in 22/23 to 66.7 in 23/24.

There is still much to do for all pupils, but specifically disadvantaged in the areas of reading, maths and writing. Therefore, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

<u>Since Sept 23- May 24</u>	<u>Whole school</u>	<u>Pupil Premium</u>
Attendance	94.12%	91.61%

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 data analysis through Cpoms 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.

Externally provided programmes

Programme	Provider
Rapid Readers	https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/rapid-reading
Number Stacks	https://www.numberstacks.co.uk/
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Zones of Regulation	https://zonesofregulation.com/
Welcomm	https://www.gi-assessment.co.uk/assessments/products/welcomm/
Thrive	https://www.thriveapproach.com/
Moving Mindsets	https://www.barnardos.org.uk/get-support/services/moving-mindsets-morecambe-bay-mental-health-support-team
Red Rose Letters and Sounds	https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/lpdsrrls/
Red Rose Maths Mastery	https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/mathematics/red-rose-mastery-maths/