

# Westlea Primary Seaham Pupil Premium Strategy statement

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

Detail	Data
School name	Westlea School Seaham
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Mrs D. Hughes
Pupil premium lead	Mrs D. Hughes
Governor / Trustee lead	Mrs A. Clarke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,365
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£173,315

# Part A: Pupil premium strategy plan

## Statement of intent

At Westlea Primary 'We learn together to achieve success for all.' This is the focus of our Pupil Premium spending. We ensure that the teaching and learning meets the needs of all of our pupils. We make appropriate provision for all groups of pupils so that they can maximize their potential.

As a school we have a good track record of ensuring that pupils make good progress but historically the levels of attainment have been lower for FSM/PP children. Therefore, our key objective in using Pupil Premium funding is to accelerate progress and raise attainment.

We try to achieve these by-

- Focusing on high quality teaching and the effective deployment of support staff
- Positive learning strategies with an individualised approach, using a variety of interventions so all achieve
- Early intervention to address any barriers to learning and accelerate progress
- Having a Pupil Premium Steering group made up of staff and Governors who oversee the strategy and analyse data
- Promote regular attendance and punctuality
- Ensure all children have access to valuable learning experiences

## Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience and self-confidence of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	A high percentage of Pupil Premium are also SEND children (36%) so have additional needs academically which requires increased levels of support for all Pupil Premium and impacts on progress.
4	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in FSM boys.

## 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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development.
Improve emotional resilience and self-confidence for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Pupil Premium children who are SEND are fully supported and make maximum progress	The Pupil Premium SEND children make at least good progress.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	Attainment in reading for all pupils improves across the whole school.
Reduce the number of persistent absentees.	% of persistent absentees is closer to National. There are increased attendance rates for Pupil Premium children.

## 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: £138,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An additional teacher is employed in KS2 so Y6 is halved- this allowing each teacher to focus on either literacy or numeracy so developing an expertise in this area. As well as increasing opportunities for individualised learning, feedback and sustained progress.</p>	<p>On average children who are involved in reducing class sizes make approximately 2 months additional progress. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p><b>EEF toolkit- Reducing Class Sizes- additional 2 months progress</b></p>	<p>1,3</p>
<p>Additional TAs are employed so every class has at least two members of staff to allow interventions to occur matched to specific abilities and desired outcomes.</p>	<p>On average children who are involved in Teaching Assistant Interventions make approximately 4 months additional progress. Research has shown that well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch up' with previously higher attaining pupils.</p> <p><b>EEF toolkit- Teaching Assistant Interventions- additional 4 months progress</b></p>	<p>1,3</p>
<p>All staff are to have Read Write inc refresher training in order to strengthen our phonics and reading strategies. Reading Buddies is to be used to promote reading at home, as well as new Read Write inc home reading books</p>	<p>On average children who are involved in Reading Comprehension Strategies make approximately 6 months additional progress.</p> <p>Research has shown that the teaching of reading comprehension strategies appears effective across primary and secondary schools. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. There are some</p>	<p>1,3,4</p>

	<p>indications that approaches involving digital technology can be successful in improving reading comprehension.</p> <p><b>EEF toolkit- Reading Comprehension strategies- additional 6 months progress</b></p>	
<p>We are to reapply for Artsmark status in order to enhance our curriculum and the learning experiences of the children, this being linked to raising standards in writing</p>	<p>On average children who are involved in arts participation make approximately 3 months additional progress.</p> <p>There is some evidence to suggest causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p><b>EEF toolkit- Arts Participation- additional 3 months progress</b></p>	1,2,3

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

Budgeted cost: £13,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A supply teacher known to the children in school will be employed to do Catch Up for Literacy and Numeracy across Key Stage 2.</p>	<p>On average children who are involved in Teaching Assistant Interventions make approximately 5 months additional progress.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p><b>EEF toolkit- One to One Tuition- additional 5 months progress</b></p>	3
<p>Teaching Assistants known to the children will do extra days a week to do Catch Up for Literacy and Numeracy across Key Stage 1 and 2.</p>	<p>On average children who are involved in Teaching Assistant Interventions make approximately 4 months additional progress. Research has shown that well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch up' with previously higher attaining pupils.</p> <p><b>EEF toolkit- Teaching Assistant Interventions- additional 4 months progress</b></p>	1,3

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to receive training from the EWEL team to support additional emotional/social needs as well as additional needs such as ADHD.</p> <p>Staff to receive Resilience training as part of the County Resilience program- an Action group set up and a Mental Health Lead in place.</p>	<p>On average children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p><b>EEF toolkit- Social and Emotional Learning- additional 4 months progress</b></p>	2
<p>To increase attendance of Pupil Premium children free access to breakfast club is offered, as well as awards for attendance and free Cool Milk to increase participation/concentration in school activities.</p> <p>This also supports them socially and emotionally- wellbeing is assured so education can be successfully accessed.</p>	<p>On average children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p><b>EEF toolkit- Social and Emotional Learning- additional 4 months progress</b></p>	2,5
<p>In order to extend the learning experiences available to Pupil Premium children those FSM children who want to continue to play brass instruments in Y5/6 (all do in Y4) have their fees are paid for, with OAA/Educational visits</p>	<p>On average children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p><b>EEF toolkit- Social and Emotional Learning- additional 4 months progress</b></p>	2,5

<p>being subsidised so all can be included. This also supports them socially and emotionally- wellbeing is assured so education can be successfully accessed.</p>		
---	--	--

**Total budgeted cost: £173,315**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold the school to account.

Internal assessments showed that the vast majority of the Pupil Premium children made good or better progress-

Maths- 76%

Reading- 86%

Writing- 76%

Grammar, Spelling and Punctuation- 81%