

Pupil premium strategy statement – Westminster Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	41.2% (176 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Dec 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Maneer Samad
Pupil premium lead	Maneer Samad
Governor / Trustee lead	Roy Fackrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243760.00
Recovery premium funding allocation this academic year	£25520.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£269280.00

Part A: Pupil premium strategy plan

Statement of intent

Mission Statement

This school is committed to developing and maintaining excellent relationships in an open, transparent atmosphere of mutual trust. We provide a stimulating, challenging curriculum within a safe, happy environment.

Our children will gain a lifelong love of learning and a thirst for knowledge, enabling them to achieve the brightest of futures, confidently contributing as citizens of the global community.

In line with our stated mission, we ensure that our disadvantaged pupils receive a high quality of education.

Objectives

- All disadvantaged pupils to make strong academic progress in reading, writing and mathematics in order to close attainment gaps compared with non-disadvantaged pupils
- All pupils to benefit from high quality teaching which enables them to gain and apply their knowledge
- All pupils to be able to apply secure knowledge of phonics, so that they read fluently
- All pupils to read fluently and with comprehension in order to ensure access to all areas of the curriculum
- To remove barriers to learning caused by poverty, low family income and individual circumstances and background
- To enable pupils to become confident and resilient, enabling them to fully benefit from opportunities across the curriculum
- To remove barriers to learning by maintaining strong relationships with parents in order to secure high rates of punctuality and attendance

Key principles

- All pupils will have access to our ambitious curriculum
- Expectations for all pupils will be consistently high
- All pupils will benefit from the school's prioritisation of reading
- Staff will receive high quality continuing professional development, in order to ensure that all pupils benefit from consistent quality first teaching

- All pupils will benefit from ongoing, accurate assessment, so that teaching is adapted to their needs
- Staff will identify when pupils require additional support, establishing and delivering appropriate interventions when required
- Pupils who have additional social, emotional and mental health needs, will receive appropriate provision to meet their needs
- All pupils will acquire the knowledge and cultural capital that they need to succeed in life

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have less developed vocabulary, numeracy and literacy skills on entry to school
2	Disadvantaged pupils are more likely to have gaps in their learning and require more support to retain and recall knowledge
3	Disadvantaged pupils and their families require support to secure good attendance
4	Disadvantaged pupils require support to gain cultural capital through wider curriculum opportunities such as visits, participation in the arts, sport and music
5	Disadvantaged pupils often have additional social, emotional and behaviour needs that need to be met, in order to secure readiness for learning
6	Disadvantaged pupils require support to build high expectations for themselves and to have strong aspirations for the future

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
<i>Pupils' vocabulary is expanded and their numeracy and literacy skills improve as a result of access to the curriculum</i>	Pupils' improved vocabulary, numeracy and literacy skills are evidenced by progress through the curriculum, resulting in increased attainment with

	respect to age related expectations/their starting points
Pupils' gaps in learning are reduced, enabling them to make strong progress from their starting points	Assessments show that reduction of gaps in learning have led to increased attainment, as evidenced by ongoing assessment
Attendance rates are improved	Attendance records show that pupils' attendance has increased
Pupils access a range of activities during the school day and beyond, which support the gaining of cultural capital through first-hand experiences	Records show that disadvantaged pupils have accessed a range of wider curriculum opportunities
Pupils benefit from additional support for social, emotional and behaviour needs	Disadvantaged pupils have taken part in and benefited from specific additional support for social, emotional and mental health needs, as evidenced by improved engagement and age relate

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: £ 46808.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT coaching for teaching staff	EEF +6 months Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1,2
Phonics resources – Little Wandle	EEF +5 months Phonics has a positive impact overall (9+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2

DHT and Senco providing CPD re: interventions and targeted support	EEF: Ensuring that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for the Pupil Premium spending.	1,2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 165420.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions	EEF +4 Months Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1,2
DHT teaching time	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1,2
EY additional interventions	EEF +4 months Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	1,2
Speech and Language input (Soundswell)	EEF +6 months On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.	1,2,5

WellComm language and communication programme to support development of language skills in EY.	EEF +6 months It is important that spike language activities are matched to learners' current stage of development so that it extends their learning and connects with the curriculum.	1,2,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59594.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral mentor interventions and activities	EEF +2 months The impact of mentoring varies. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	3,5,6
Parent Support Advisor provision	DFE published research 2016 states that pupils with no absence are 1.3 times more likely to achieve ARE or above and 3.1 times more likely to achieve at greater depth. There is a clear link between poor attendance and lower academic achievement.	3,6
Extra-curricular opportunities	Physical activity EEF +1 month There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Arts participation EEF +3 months Arts participation approaches can have positive impact on academic outcomes in other areas of the curriculum.	4,6

Total budgeted cost: £ 271,822.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the impact of the Covid 19 pandemic, the DfE is not publishing key stage 2 test result data for 2022. In these circumstances, the DfE advises that disadvantaged pupils' data can be compared to national data with caution, as the impact of Covid 19 makes it difficult to interpret why the results are as they are.

The following tables show average scaled scores, disadvantaged gaps and average progress scores.

KS2		
Average scaled scores for Disadvantaged		
	READING	MATHS
WPS Disadvantaged	101.7	102.5
WPS Not Disadvantaged	104.9	106.4
WPS all	103.8	105
Nat. Disadvantaged	100.5	99.3

It can be seen that by the end of key stage 2, the average scaled scores achieved by disadvantaged pupils at Westminster for reading and mathematics were lower than those achieved by non-disadvantaged pupils, but higher than scores achieved by disadvantaged pupils, nationally.

KS2		
Disadvantaged Gap		
	READING	MATHS
WPS (within school) Disadvantage Gap	3.2	3.9
Nat. Disadvantaged Gap	3.7	4.2

The gaps between the scores of non-disadvantaged pupils and disadvantaged pupils at Westminster, were lower than the national disadvantaged gaps for reading and mathematics – a difference of 0.5 for reading and 0.3 for mathematics.

KS2			
Average progress score for Disadvantaged			
	READING	MATHS	WRITING
WPS Disadvantaged (21)	0.59	2.11	0.6
All	0.99	2.89	-1.41

With respect to progress scores, a score of 0 indicates expected progress, less than 0 indicates lower than expected progress and a score above zero indicates better than expected progress. Reading, mathematics and writing progress scores were all positive for disadvantaged pupils, although the averages for 'all' pupils at Westminster were higher. In writing, disadvantaged pupils achieved a higher average progress score than all pupils.

KS1			
Attainment for Disadvantaged			
	READING	MATHS	WRITING
WPS Disadvantaged EXS	65%	61%	43%
WPS all	71%	71%	56%
Nat EXS	68%	70%	58%

At key stage 1, attainment at the expected level for reading was 3% less than that for 'all' pupils nationally. For mathematics, attainment was 9% less than for all pupils nationally and for writing, attainment was 15% less than for pupils nationally – the gap in writing between disadvantaged and all pupils at Westminster was 13%.

As stated earlier, the impact of the pandemic on pupils' learning makes it difficult to make direct comparisons, but given the circumstances of the pandemic, it appears that strategies to improve the performance of all pupils, including disadvantaged pupils have led to successes within the constraints of the lost learning time due to national restrictions and Covid related absence.

Attendance rates:

The academic year 2021/22 contains absences related to the Covid 19 pandemic and it is therefore problematic to compare it to previous years. Attendance for the 2021/22 year was 93% and therefore much lower than in previous years. During the current academic year, the school is implementing a rigorous attendance framework to improve attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Not Applicable	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not Applicable
The impact of that spending on service pupil premium eligible pupils