

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	Westende Junior School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrea Sykes (Headteacher)
Pupil premium lead	Lee Kitson (Assistant Headteacher)
Governor / Trustee lead	Nicola Tatum (Local Advisor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£2,612
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£21,442

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, emotional stresses and more frequent attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Quality First Teaching is at the heart of our approach, which focuses on areas where disadvantaged pupils need the most support. At Westende, it is our intention that disadvantaged children will make sustained progress alongside their non-disadvantaged peers.

Our ultimate objectives are

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils to make or exceed national expectations at the end of KS2.
- To support our children’s health and well-being to enable them to access learning at an appropriate level
- To reduce the number of extended leave absences further through continued close monitoring and action in relation to overall attendance

We aim to do this through

- Quality first teaching to ensure the teaching and learning opportunities meet the need of all the pupils
- Closely monitor the attendance on all pupils, in particular the disadvantaged children
- A whole school focus on Oracy to enrich the vocabulary of all pupils
- A gap analysis of children’s reading and phonics skills teamed with a robust phonics programme of support for pupils who need it
- Targeted academic support through small group interventions and 1:3 tutoring through the National Tutoring Programme
- Nurture groups and individual support for children with high levels of anxiety

What are the key principles of your strategy plan?

We ensure that teaching and learning opportunities meet the needs of all the pupils

We ensure targeted academic support for key groups of children to ensure that children make expected progress

We ensure children who need it have access to nurture groups and 'daily check-ins' with a named member of staff

We assess individual needs of all disadvantaged pupils and offer additional support where needed, for example with Equine Assisted Learning

We ensure all disadvantaged children receive pre-teaching in areas of the curriculum where they would benefit from advanced knowledge

Support payments for extra-curricular activities, educational visits, learning of musical instruments and residential trips

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 under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as reader
3	Internal and external assessments indicate that Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Year 3 in the last 4 years, between 90-100% of our disadvantaged pupils arrive below age-related expectations as a combined score for Reading, Writing and Maths compared to 60-70% of other pupils. This gap remains steady to the end of KS2
4	Pupils have a range of social and emotional needs and have experienced a range of traumatic experiences, which can hinder their learning.
5	Missed learning opportunities due to school closures linked to Covid 19 resulting in gaps in poor resilience in learning.
6	Enrichment opportunities are not often undertaken by many of our families due to the cost

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 amongst disadvantaged pupils	<p>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.</p> <p>Evidence of high quality Oracy Teaching throughout KS2</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.</p> <p>Ambitious PP target setting to ensure progress rates are maximised.</p> <ul style="list-style-type: none"> • Evidence of successful interventions demonstrating clear impact on individual's progress. • Effective utilisation of data to target intervention precisely and with notable impact. • Improvements in Quality First teaching to enhance the opportunities and experiences for all. • Excellent deployment of support staff.
Improved attainment in Writing and Maths amongst disadvantaged children	<p>KS2 maths and Writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard</p> <p>Ambitious PP target setting to ensure progress rates are maximised.</p> <ul style="list-style-type: none"> • Evidence of successful interventions demonstrating clear impact on individual's progress. • Effective utilisation of data to target intervention precisely and with notable impact. • Improvements in Quality First teaching to enhance the opportunities and experiences for all. • Excellent deployment of support staff.

<p>Children feel supported in their emotional well-being for disadvantaged pupils</p>	<p>Pupils will be resilient learners who persevere when they find things challenging.</p> <p>Evidence of Daily Check-ins and weekly nurture sessions</p> <ul style="list-style-type: none"> • Pupils will be able to concentrate on their learning and this will be reflected in the progress they make. • Referrals to other agencies result in positive support being provided (JACs) <p>Use of the Boxall Profile</p>
<p>Gaps in learning quickly identified, with targeted interventions implemented</p>	<ul style="list-style-type: none"> • Evidence of successful intervention groups • Evidence of pre-teaching on a weekly basis • End of term assessments show fewer gaps in knowledge
<p>Varied and enriching opportunities are offered to PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.</p>	<p>Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free of charge provisions offered to enrich personal life experiences.</p> <ul style="list-style-type: none"> • Support for pupils to attend after school clubs and music lessons • Support for children to attend enrichment activities in school

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: £2,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Oracy 21 Initiative across Key Stage 2 through CPD of all teaching staff	<p>EEF research states that purposeful speaking and listening activities support the development of pupils language capability and provides a foundation for thinking and capability.</p> <p>Research carried out by the Education Endowment Foundation (EEF) in 2017 made 7 key recommendations for KS2 literacy. The first of which refers to reading and language acquisition.</p> <p>https://tinyurl.com/EEFLiteracyBlog</p>	1 and 3
Phonics training and resources for teaching and Teaching Assistants	<p>EEF research states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the early development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2 and 3
CPD INSET day on Rosenshine's Principals of instruction	<p>Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3

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

Budgeted cost: £4,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group pre teaching	Pre-teaching is a strategy that involves teaching students concepts, skills, or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration. The idea is to give the student a 'preview' of the lesson that will allow them to put their knowledge to work during the lesson.	1,2 and 3
70% of Disadvantaged Pupils to receive 1:1 Tutoring through the National Tutoring programme	<p>Reading, Writing and Maths have all been identified as areas where the gap has widened between disadvantaged and non-disadvantaged pupils.</p> <p>Evidence indicated that 1:1 Tuition can be effective, providing approximately 5 additional months of progress on average. Short, regular sessions over a set period appear to have optimum impact. Evidence shows that tuition should be additional to, but explicitly linked with normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial</p> <p>🔗 One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2, 3 and 5
Small group targeted intervention of reading, writing and maths	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicated that small group and 1:1 interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessment	3 and 5

	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	
Spelling Frame	Some disadvantaged children were struggling to learn their weekly spellings. Introducing an online interactive tool for teaching and learning spellings has made learning spellings fun and will remove the barrier to their learning	2, 3 and 5

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

Budgeted cost: £14,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve a child's cultural capital by funding enrichment activities such as extra-curricular activities, learning an instrument and school trips-	Evidence suggests that cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital both abstract and formal https://culturallearningalliance.org.uk	4 and 6
Daily check ins to identify barriers to learning and weekly nurture sessions with disadvantaged and vulnerable children	Effective Social and Emotional learning can increase positive pupil behaviour, mental health and well-being and academic progress 2. Prioritise social and emotional learning to avoid "missed... EEF (educationendowmentfoundation.org.uk)	4
Funding extra-curricular clubs each term Providing additional swimming sessions for all non-swimmers that have been identified as disadvantaged To fund Equine Assisted Learning for pupils identified as 'double	Physical health has a small positive impact on academic attainment (about 1 month additional progress) as well as massive benefits in terms of health, well-being and physical development. 2. Physical activity EEF (educationendowmentfoundation.org.uk)	4 and 6

disadvantaged' (JACs)		
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Total budgeted cost: £21,442

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.

<i>Desired Outcomes</i>	<i>Impact</i>
Raise progress levels across the school for PPG children (from their starting point on entry to Westende)	<p>Targeted support in lessons, small group intervention of key target groups, individual intervention and small class teaching were all put in place to help raise attainment of PPG children.</p> <p>In Year 3 Reading, 80% of PPG children made expected progress and 20% made above expected progress. In Writing, 80% made expected progress. In Maths, 100% of PPG children made expected progress</p> <p>In Year 4 Reading and writing, all PPG children made expected progress. In Maths, 30% of PPG children made more than expected progress</p> <p>In Year 5 Reading, 60% of PPG children made expected progress and 20% made above expected progress. In Writing, all PPG made expected progress. In Maths, 80 of PPG children made expected progress and 20% made above expected progress</p> <p>In Year 6 Reading, all PPG children made expected progress. In Writing, 50% made expected progress. In Maths, 75% of PPG children made expected progress</p>
Children develop the skills to manage their social and emotional needs	Two nurture assistants attended training for the role, with nurture groups running from September 2021.

	<p>Daily check-ins occurred daily for all PPG children. Short term barriers to learning were immediately addressed and children began lessons ready to learn. Individual needs were assessed and where external agencies were required, children were referred. Equine Assisted Learning took place for one child to help build confidence, resilience and attendance.</p>
<p>PPG children with an SEND need make appropriate progress in line with their starting points at Westende</p>	<p>Double disadvantaged children's needs were closely monitored and tracked</p> <p>Phonics training was given to one specialist teacher and additional resources were purchased to aid in the teaching of phonics</p>
<p>To ensure children engage with remote learning to the best of their ability</p>	<p>Close monitoring of children's engagement with remote learning took place and steps put in place immediately to address any children not accessing home learning. This includes laptops and SIM cards being offered to all PPG pupils who didn't have access at home. In addition, paper copies of home learning was offered to all pupils who requested it. Weekly well-being checks were carried out to all PPG children and their families by both class teachers and members of the SLT.</p>
<p>Increase parental engagement of PPG children</p>	<p>Parents attend parents' evenings, and where a family could not attend, phone calls home were arranged to host the parents meeting.</p> <p>Parents communicate through home school link books and sign to say they have supported children with homework and reading. Parents not communicating through written means were called regularly to discuss lack of engagement</p>

<p>All children wear the correct uniform and have the required learning resources to meet the curriculum. In addition, they will have full access to wider school opportunities.</p>	<p>Where requested, pupils were given school uniform, school shoes, PE kits and equipment.</p> <p>All wider school opportunities were offered to all PPG children.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Frame	Spelling Frame
Equine Assisted Learning	JACs
Oracy 21	Voice 21
Accelerated Reader	Renaissance
Read Write Inc	Ruth Miskin Training
Nurture Assistant Training	Wokingham Borough Council
PiXL PrimaryWise	PiXL