

# Pupil premium strategy statement – Westende Junior 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	237
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andrea Sykes (Headteacher)
Pupil premium lead	Midge Robinson (SENDCo)
Governor / Trustee lead	Louise Huggins (Local Advisor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,630
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,095
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£37,725

# Part A: Pupil premium strategy plan

## Statement of intent

Westende's intention is to provide a safe, secure and positive environment for all children, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our values of Respect, Happiness and Resilience will be at the forefront, enabled by Quality First Teaching and the Inclusion of all. Our continually improving classroom pedagogy and high expectations of learning and behaviour will provide targeted support. 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

- Raise attainment in Maths and English, closely monitoring our most vulnerable children and closing the disadvantage attainment gap whilst at the same time benefitting all our pupils
- Enable children to develop strategies and skills to manage their social and emotional needs, using recognised diagnostic tests and strategies to improve their outcomes
- Install pride and a sense of belonging in all pupils, removing the social barriers and pressures that society may present them with
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- 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
- 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 underdeveloped 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 reading development.
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 results in them not having the ability to manage their social and emotional needs.

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
7	Having to support high level behaviours which have persisted despite provision being in place. Difficulty in securing support for SEMH needs within school, from local authorities and specialist providers.
8	Disadvantaged pupils also have SEND needs: 6 x EHCPs, 5 x with a SEND support.

## 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
To improve speech and language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>- Assessments and observations indicate significantly improved oracy among disadvantaged pupils.</li> <li>- SALT sessions are planned and delivered by ELKLAN qualified staff within our school.</li> <li>- High-quality and diverse texts are utilised (using Lexile scores) which expose children to a range of vocabulary and experiences which are explored through VIPERS discussions.</li> <li>- Knowledge organisers clearly identify appropriate vocabulary that will be taught explicitly through whole class teaching</li> </ul>
Improved oral language skills and vocabulary amongst disadvantaged pupils	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Evidence of high quality Oracy Teaching throughout KS2</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- End of KS2 reading outcomes in 2022/23 show that 50% of disadvantaged pupils met the expected standard.</li> <li>- Ambitious PP target setting to ensure progress rates are maximised.</li> <li>- Evidence of successful interventions demonstrating clear impact on individual's progress.</li> </ul>

	<ul style="list-style-type: none"> <li>- Effective utilisation of data to target intervention precisely and with notable impact.</li> <li>- Improvements in Quality First teaching to enhance the opportunities and experiences for all.</li> <li>- Excellent deployment of support staff</li> <li>- Evidence of the EEF's '5-a-Day' pedagogy is seen within lessons</li> <li>- All children make at least appropriate progress based on prior attainment data with an expectation that 20% of disadvantaged children make better than expected progress</li> <li>- Moderation and assessment are robust, reliable and accurate</li> <li>- Support and evidence-based interventions in place for all identified pupils using PLCs to target support</li> </ul>
<p>Improved attainment in Writing and Maths amongst disadvantaged children</p>	<ul style="list-style-type: none"> <li>- End of KS2 maths outcomes in 2022/23 show that 75% of disadvantaged pupils met the expected standard</li> <li>- End of KS2 writing outcomes in 2022/23 show that 25% of disadvantaged pupils met the expected standard</li> <li>- Ambitious PP target setting to ensure progress rates are maximised.</li> <li>- Evidence of the EEF's '5-a-Day' pedagogy is seen within lessons.</li> <li>- All children make at least appropriate progress based on prior attainment data with an expectation that 20% of disadvantaged children make better than expected progress.</li> <li>- Moderation and assessment are robust, reliable and accurate.</li> <li>- Support and evidence-based interventions in place for all identified pupils using PLCs to target support</li> <li>- Effective utilisation of data to target intervention precisely and with notable impact.</li> <li>- Improvements in Quality First teaching to enhance the opportunities and experiences for all.</li> <li>- Excellent deployment of support staff.</li> </ul>
<p>Children feel supported in their emotional well-being for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>- Pupils will be resilient learners who persevere when they find things challenging.</li> <li>- Evidence of Daily Check-ins and weekly nurture sessions</li> </ul>

	<ul style="list-style-type: none"> <li>- Pupils will be able to concentrate on their learning and this will be reflected in the progress they make.</li> <li>- Referrals to other agencies result in positive support being provided (JACs)</li> <li>- Use of the Boxall Profile</li> </ul>
Varied and enriching opportunities are offered to PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Support for pupils to attend after school clubs and music lessons</li> <li>- Support for children to attend enrichment activities in school</li> </ul>
Increase parental engagement of PPG children	<ul style="list-style-type: none"> <li>- Parents attend family days and Westende Wonder assemblies</li> <li>- Parents attend SENDCo coffee mornings and other outreach support</li> <li>- Parents attend parents' evenings</li> <li>- Regular contact with school for pupil premium children</li> </ul>

## 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: £16,895

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</p>	1 and 3


	<p>literacy. The first of which refers to reading and language acquisition.  <a href="https://tinyurl.com/EEFLiteracyBlog">https://tinyurl.com/EEFLiteracyBlog</a></p>	
<p>PiXL methodology of diagnosis, therapy, testing being used across Years 3-6</p>	<p>PiXL supports primary schools across the country and the methodology of diagnosis, therapy, testing has had a positive impact across all PiXL schools Sutton Trust found that, <i>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Pupils need a sound understanding of number to successfully apply more complicated maths operations.</i> Daniel Willingham (Psychologist at the University of Virginia) states <i>automatic retrieval of maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</i></p>	3
<p>Phonics training and resources for teaching and Teaching Assistants</p>	<p>EEF research states that <i>phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the early development of 2 and 3 8 early reading skills, particularly for children from disadvantaged backgrounds</i></p> <p>🔗 Phonics   EEF  (educationendowmentfoundation.org.uk)</p>	2 and 3
<p>Continued CPD for teaching staff on Rosenshine's Principals of instruction</p>	<p><i>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.</i></p> <p>🔗 Metacognition and self-regulation   EEF  (educationendowmentfoundation.org.uk)</p>	1, 2 and 3
<p>To develop opportunities for</p>	<p>Research has shown that there can be a significant difference in vocabulary of</p>	1 and 6

<p>oracy across the school through sharing of Picture News</p>	<p>different groups. The Early Catastrophe Paper (Hart and Riseley, 2003) reports: <i>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1100 words It is important to develop and increase all pupils' vocabularies. Voice 21 project-a campaign to raise the status of oracy in schools</i></p>	
<p>To provide CPD in Trauma Support</p>	<p>Early Trauma is shown to have a significant effect on pupil development and life expectations. <i>Positive experiences throughout childhood help to build healthy brains, while experiencing childhood trauma and abuse can harm a child's brain development (Shonkoff et al, 2015).</i></p>	<p>4,7 and 8</p>
<p>Access to high quality reading books and a reading scheme to monitor and track progress</p>	<p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i> (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>
<p>First quality teaching to develop reading skills</p>	<p><i>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</i> <i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i>  Reading Comprehension Strategies   EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>



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



Budgeted cost: £9,969

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 the	1,2 and 3
Small group targeted intervention of reading, writing and maths (PiXL, dyslexia and dyscalculia teaching, Read, Write Inc.)	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   2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)	3 and 5
1:1 targeted work supported by SALT (Speech and Language Therapist)	What Works': Interventions for children and young people with speech, language and communication needs- Research Report DFE RR247-BCRP10	1, 4 and 5
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
Accelerated Reader programme to promote reading and track progress	Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read	1, 2 and 3

for children in years 3 - 6 to develop a culture of reading in addition to providing high quality books.	well, read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve a child's cultural capital by funding enrichment activities such as extracurricular 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 <a href="https://culturallearningalliance.org.uk">https://culturallearningalliance.org.uk</a>	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  Prioritise social and emotional learning to avoid "missed...   EEF (educationendowmentfoundation.org.uk)	4
Funding extracurricular clubs each term Providing additional swimming sessions for	Physical health has a small positive impact on academic attainment (about 1 month's additional progress) as well as massive benefits in terms of health, well-being and physical development.   Physical activity   EEF (educationendowmentfoundation.org.uk)	4 and 6

<p>all non-swimmers that have been identified as disadvantaged To fund Equine Assisted Learning for pupils identified as 'double disadvantaged' (JACs)</p>		
<p>Resilience and perseverance is developed through Growth Mindset</p>	<p>It is based on research (Carol Dweck-Theory of Motivation) that shows that pupils who have a growth mindset – the belief that intelligence is malleable – try harder, persist for longer, seek out feedback and set themselves more challenging goals.</p>	<p>4 and 7</p>
<p>Invite PPG and SEND parents to coffee mornings and other school events to support with SEND, social and emotional needs</p>	<p>Parental engagement has a positive impact on average of 4 months's additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>8</p>

**Total budgeted cost: £38,459**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome	Impact
To improve speech and language skills and vocabulary among disadvantaged pupils	Identified pupils were assessed using the Speech & Language Link package. As a result, pupils received intervention from our Elklan trained teaching assistant. Rescreening a few months later showed that pupil scores had improved and there was no longer a need for intervention with the majority of pupils.  Pupils with a need for Speech and Language interventions as part of their EHCP were supported by the Elklan trained teaching assistant and these pupils made good progress when assessed by the CYPIT Speech and Language Therapist.
Improved reading attainment among disadvantaged pupils	At the end of Key Stage 2, 50% of disadvantaged pupils in Year 6 achieved the expected level in reading and 25% achieved the greater depth standard. The national average for expected standard was 73%.
Improved attainment in Maths amongst disadvantaged children	At the end of Key Stage 2, 75% of disadvantaged pupils in Year 6 achieved the expected standard in maths and 75% achieved the greater depth standard. The national average for expected standard was 73%.
Improved attainment in Writing amongst disadvantaged children	At the end of Key Stage 2, 50% of disadvantaged pupils in Year 6 achieved the expected standard in maths and 25% achieved the greater depth standard. The national average for expected standard was 71%.
Children feel supported in their emotional wellbeing for disadvantaged pupils	Pupils took part in daily emotional support sessions and Nurture groups. They were given the opportunity to attend a daily breakfast club. CPD focused on teachers feeling more equipped to promote and manager emotional wellbeing in the classroom.

<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>Pupils took part in residential trips and EOTC opportunities. Uniforms were provided including school shoes. They were able to take part in a variety of after-school clubs.</p> <p>Events and celebrations that that took place during the school year and included all pupils were as follows: - Harvest, Remembrance Day, Children In Need, Chinese New Year, Children's Mental Health Week, Safer Internet Day, Red Nose Day, Easter, Eid-Al-Fitr, Walk to School Week, Sport's Day, Father's Day, and the King's coronation. In addition house competitions to promote fair play, resilience and competition included, cross country, tag rugby, netball, swimming gala, poetry, music and talent competition.</p>
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## 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
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
Power Maths	RM Active
Speech and Language Link	SpeechLink Multimedia Ltd.
Animal therapy	Poppies Farm

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*