



Westroyd Primary Pupil Premium Strategy Plan

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Name of School	Westroyd Primary School and Nursery
Number of pupils in school	186 school aged pupils and 19 Nursery
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jenny Pashley Headteacher
Pupil premium lead	Jenny Pashley
Governor / Trustee lead	Joanne Boyne Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,930 (46 pupils)
Recovery premium funding allocation this academic year	£6525

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£85,455

Statement of intent

At Westroyd, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve to their full potential, including those who are already high attainers. We also want to ensure that all pupils have fair access to activities both within and out of school, which will enable them to enjoy and achieve.

We consider the challenges faced by all vulnerable pupils, regardless of whether they are disadvantaged or not. The strategy outlined in this strategy plan is intended to support the needs of all pupils who are identified as vulnerable.

High-quality teaching 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 non-disadvantaged pupils in our school. The intentions outlined in this plan, are to implement targeted support for our most vulnerable pupils whilst ensuring we sustain progress for non-disadvantaged pupils.

Our Pupil Premium strategy is also integral to wider school plans for educational recovery, which supports those pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, which will be regularly and robustly assessed throughout the school year at teacher and leadership level. To ensure that we are effective in our approach, we will:

- ensure that disadvantaged pupils are challenged to their full potential
- act early to intervene at the point need is identified
- Ensure that provision closely matches need.
- 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	Evidence from data, and pupil progress meetings show that attainment in the phonic screening test for Disadvantage pupils is lower than National Non-Disadvantaged and inhouse Non-disadvantaged. Achievement in Phonics is also lower for Disadvantaged pupils in Reception and Year Two than Non-Disadvantaged Pupils using our current SSP as the progress measure.
2	Overall reading data in classes in KS1 and Y3 is lower for Disadvantaged pupils than Non-Disadvantaged pupils when making National comparisons to Non-Disadvantaged pupils. Although outcomes at KS1 where favourable in 22/23. Data for reading last year was significantly lower in KS2 when comparing to National Non-Disadvantaged.
3	Overall writing data in KS1 classes is lower for Disadvantaged pupils than Non-Disadvantaged pupils when making National comparisons to Non-Disadvantaged pupils. Although outcomes at KS1 where favourable in 22/23. Data for writing last year was significantly lower in KS2 when comparing to National Non-Disadvantaged.
4	Overall maths in KS1 classes is lower for Disadvantaged pupils than Non-Disadvantaged pupils when making National comparisons to Non-Disadvantaged pupils. Although outcomes at KS1 where favourable in 22/23. Data for maths last year was significantly lower in KS2 when comparing to National Non-Disadvantaged.
5	There has been an increase of 8.9% in our persistent absence rate from 21/22 to 22/23 for all pupils. 17.5% of our schools Disadvantaged pupils are persistently absent which is 7 out of 40 pupils. This is 5.1% higher than the National Non-Disadvantaged cohort at 12.4%. Westroyd's gap to the National Non-Disadvantaged cohort has increased by 2.1% to 5.1% in 22/23.
6	The cost of living crisis is hitting everyone and creating challenges for families and schools. Going to school is expensive with families having to budgeting for uniform, dinners, wraparound, trips and residential. School are also working with reduced budgets and increased outgoings.
7	Although behaviour of all of our pupils across school is generally good, learning behaviours are an area for development following observations, learning walks and staff evaluation/feedback

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
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<p>Pupils who are Disadvantaged will be successful at the PSC in Y1 and Y2 and match National comparisons.</p> <p>Pupils who are Disadvantaged will be at expected levels each term, inline with their trajectories as a minimum. Pupils who are Disadvantaged across school will have gaps in their phonic knowledge addressed and be able to read fluently.</p>	<p>All staff, trained to deliver Read, Write, Inc and the quality of teaching will be consistently monitored for consistency and impact so that pupils are at least at expected levels in line with their trajectories.</p> <p>Low attaining pupils and those with SEND will make progress towards identified gaps in their phonic knowledge as their intervention will be tightly match to need.</p>
<p>Improved reading attainment among pupils who are Disadvantaged.</p>	<p>Data across all year groups is inconsistent with large gaps reducing in KS1 and Y3 and outcomes in line or better for the end of Y6. Comparisons made with National data</p>
<p>Improved writing attainment among pupils who are Disadvantaged.</p>	<p>Data across all year groups is inconsistent with large gaps reducing in KS1 and outcomes in line or better for the end of Y6. Comparisons made with National data.</p>
<p>Improved attainment in maths among pupils who are Disadvantaged.</p>	<p>Data across all year groups is inconsistent with large gaps reducing in KS1 and outcomes in line or better for the end of Y6. Comparisons made with National data.</p>
<p>To achieve and sustain improved pupil engagement at Westroyd, particularly our pupils who are disadvantaged.</p>	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> - lessons observations showing high levels of participation - qualitative data from student voice, student and parent surveys and teacher observations - Completion of new homework expectations. - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our pupils who are disadvantaged.</p>	<p>Sustained high attendance of all pupils and a narrowed gap between disadvantaged and non-disadvantaged pupils.</p> <p>Reduction in the number of pupils who are Disadvantaged who are persistently absent or late.</p>

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: £ 49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI. Release time for phonics lead to resource, plan, train and monitor the delivery and impact of the new scheme.	DFE recommended SSP following audit of current provision by the West Yorkshire reading hub.	1, 2, 3, 7
Part-time LSA (min) in all KS2 classes to support targeted interventions to support progress in RWM for vulnerable children	Pupil Progress Meetings and review of Vulnerable pupil overviews & evaluations show good progress for vast majority of pupils.	1, 2, 3, 4, 7
Enhancement of our maths teaching in line with DFE Guidance. CPD for all staff to improve the delivery of the White Rose Maths Scheme. We will fund Leadership release time to embed key elements of guidance in school and access Maths Hub resources	White Maths is recognised by the DFE as a good maths curriculum for schools to adopt along with Maths Hub resources. CPD funded by the West Yorkshire Maths hub following a whole school audit of Maths teaching by the hub.	4
Ensure Quality First Teaching is consistent across school and early years to support good progress and support for disadvantaged pupils in reading, writing and maths. Promote positive learning behaviours through teaching and develop pupil's metacognitive skills.	Strong evidence that pupils who access good / outstanding quality first teaching, make good progress attainment for all pupils improves. Access to Quality First Teaching, includes directly linked timely intervention and adaptive teaching to support vulnerable pupils who may be working below age related expectations or not making the expected progress. Pupils who are self-regulated learners add to their overall progress across all areas of learning.	1, 2, 3, 4, 7

Strong acquisition of year group expectations in core areas of learning, plugging identified historical gaps through daily additional lessons linked to identified gaps through tests and Teaching assessment.	Inconsistent teaching historically, due to difficulties in staffing and recruitment and the global pandemic has left gaps in pupil knowledge in core areas of learning. Especially number facts, spelling, grammar, phonics, handwriting and arithmetic. Pupils need to embed this knowledge to enable them to learn building on solid prior knowledge in a mastery approach	1,2,3,4,7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space (School led tutoring Funding)	DfE approved intervention to promote progress in Maths.	4
Active Literacy Kit/ Dynamo Maths	LA approved schemes for pupils with dyslexia/dyscalculia.	1,2,3,4
IT Devices to deliver individual interventions and target fluency through apps.	Improved mathematic fluency for pupils who regularly access TTR / Numbots. Devices and headsets for Third space.	1,2 &3
Targeted Phonics Support led by Level 2 LSA	School data shows that those targeted pupils who access at targeted phonic interventions in KS1 for at least 12 weeks, make good progress and many achieve the expected level. This goes on to support reading and spelling outcomes.	1 & 2, 3, 7

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

Budgeted cost: £28,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Pastoral Lead to lead on attendance and punctuality supporting pupils and families who are persistently absent or late. Includes release time to attend training, track data, monitor progress data and report to SLT/Governors	Solution Focused approach to overcoming barriers to attendance and punctuality with families increases attendance in school. The pastoral lead can refer to other agencies if needed.	5
Poverty proof all activities in school before going to parents. Reduction in costs to those who are subject to FSM and establish	Cost of living crisis is hitting what families can afford. School will not exclude anyone on the basis of cost We have a duty of care to ensure families to not create debt.	6
payment programmes to support others. Uniform swaps half termly in school		
Tackit Behaviour system	Based on experiences of other school settings, the system supports a consistent approach to behaviour management and provides reports that support targeted approaches to behaviour management.	5
AIP Support Nurture Groups and Targeted placement support for identified pupils to support with SEMH / Behaviour	School evidence shows through observations, tracking data and pupils and parent voice, that improvements with social and learning behaviour improves progress and outcomes for pupils.	5

Total budgeted cost: £85,405

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 2022 to 2023 academic year.

Teacher assessment has been used to show the attainment of pupils. Our assessments are moderated in-house and supported by published materials.

Reception ELG	
WDIS	20%
WNDIS	76.5%
Nat DIS	52%
NatNDIS	69.9%
Nat gap	17.9%
Wes Gap	49.9%

Pupil Premium 2223 KS1

KS1	Reading	Writing	Maths	RWM	Phonics
National DIS	53.9%	46%	55.8%	40.2%	53.2%
National NDIS	72.8%	65%	75%	50%	82.2%
Westroyd DIS	66.7%	66.7%	66.7%	67%	60%
Westroyd NDIS	65.2%	52.2%	69.6%	62%	76.5%
Nat gap	18.9%	19%	19.2%	20.8	29%
Nat/West Gap	6.1%	1.7%	8.3%	5.7%	22.2%

KS2 2223	Reading	Writing	Maths	RWM	SPAG	MTC (Mean Score)
National DIS	?	?	?	?	?	17.9
NationalINDIS	78%	77%	79%	66%	78%	20.5
Westroyd DIS	29%	43%	29%	14%	57%	20.3
Westroyd NDIS	71%	62%	52%	48%	52%	19.4
Nat gap	?	?	?	?	?	2.6
Nat/West Gap	49%	34%	50%	52%	26%	0.2

Behaviour: Our On-line Trackit System is only able to filter data from Sept 2022. It shows that across the whole school and early years 95% of behaviour logs are positive (green). However, 91% of behaviour logs for our Disadvantaged pupils were positive (green).

	Whole School Attendance	Disadvantaged Pupils	Non-Disadvantaged Pupils
Attendance Data 2022-23	94.6%	94.1%	94.8%

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
Third Space	
Read Write Inc	
White Rose Maths	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support
What was the impact of that spending on service pupil premium eligible pupils?	Improved learning attitude and improved progress.

Further information (optional)