



Westroyd Primary Pupil Premium Strategy Plan

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
Name of School	Westroyd Primary School and Nursery
Number of pupils in school	214 (192 school aged pupils and 22 Nursery)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joanne Ponton Headteacher
Pupil premium lead	Joanne Ponton / Dawn Winkley / Matt Dawson Senior Leadership Team
Governor / Trustee lead	Lizzie Bird Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,580
Recovery premium funding allocation this academic year	£6,233
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,973
Total budget for this academic year	£81,786

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
- 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, pupil progress meetings and assessments, show that in some year groups our disadvantaged pupils are not attaining as highly in reading as non-disadvantaged pupils. Although in some year groups we have identified that disadvantaged pupils are outperforming non-disadvantaged pupils, there can be at least a 10% gap in other year groups. There is a wider gap in attainment KS1 compared to KS2 (where this is cohort specific).
2	Evidence from data, pupil progress meetings and assessments, show that in some year groups our disadvantaged pupils are not attaining as highly in writing as non-disadvantaged pupils. This is particularly the case in our KS1 classes.
3	Evidence from data, pupil progress meetings and assessments, show that in some year groups our disadvantaged pupils are not attaining as highly in maths as non-disadvantaged pupils. This is particularly the case in our KS1 classes compared to KS2 (where this is cohort specific).
4	Evidence from data, pupil progress meetings and observations, show that many of our dis-advantaged pupils entering our Early Years are not on track for age-related expectations. This is particularly evident in the areas of Personal, Social and Emotional development and Communication and Language. Although we recognise that the majority of our children are working lower in these areas of development compared to historic cohorts, this is particularly evident with our dis-advantaged pupils.
5	Evidence from observations and pupil progress meetings, show that many of our disadvantaged pupils have or are struggling with pastoral or behavioural challenges. Data and Reports from our Pastoral Lead, show an increase in children and families requiring support in these areas. We are experiencing an increase in referrals to a range of external agencies, particularly for our disadvantaged pupils.
6	Although our attendance data last year was good, it indicates that attendance among disadvantaged pupils has been 2.9% lower than non-disadvantaged pupils. 13.3% of disadvantaged pupils were persistently absent last academic year.

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 and language skills and vocabulary amongst disadvantaged pupils (particularly in EYs and KS1)	Assessments and outcomes indicate improved oral language among disadvantaged pupils. Assessments collected via observations, work book

	<p>scrutiny and ongoing formative assessments.</p> <p>Data from interventions such as Nellie show progress in oral language skills.</p>
Improved reading attainment among disadvantaged pupils	<p>KS1 and KS2 reading outcomes show an increase in % of disadvantaged pupils who have met the expected standard.</p> <p>Data across all year groups shows a narrower gap in attainment between disadvantaged and non-disadvantaged pupils</p>
Improved writing attainment among disadvantaged pupils	<p>KS1 and KS2 writing outcomes show an increase in % of disadvantaged pupils who have met the expected standard.</p> <p>Data across all year groups shows a narrower gap in attainment between disadvantaged and non-disadvantaged pupils</p>
Improved attainment in maths among disadvantaged pupils	<p>KS1 and KS2 maths outcomes show an increase in % of disadvantaged pupils who have met the expected standard.</p> <p>Data across all year groups shows a narrower gap in attainment between disadvantaged and non-disadvantaged pupils</p>
To achieve and sustain improved wellbeing for pupils at Westroyd, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> - lessons observations showing high levels of participation and no negative behaviour disrupting learning - reduction of 'red' level behaviour - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged	<p>Sustained high attendance of all pupils and a narrowed gap between disadvantaged and non-disadvantaged pupils.</p> <p>Reduction in the number of disadvantage pupils 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: £ 54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI language development programme	DFE recommended EYs catch up programme to support progress in oracy. This will also support early writing skills in EYs and KS1.	1 & 4
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
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
Enhancement of our maths teaching in line with DFE Guidance. CPD for EYs and KS1 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.	3
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.	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 scaffolding and support given to vulnerable pupils who may be working below age related	1, 2, 3, 4

Staff leading on the Teaching and Learning Team will be released to support staff through a coaching programme approach.	expectations or not making the expected progress.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia programme / licenses (50) and devices to deliver the programme on	Lexia has strong outcome evidence to improve reading outcomes for pupils. Due to providing an individual learning programme for pupils, it is appropriate to use with a wide range of abilities across school to improve progress and outcomes for pupils. School observations and data, is showing that Lexia is also having a positive impact on pupil's spelling.	1 & 2
Clicker programme and CPD	Clicker is recognised as a good resource by the Leeds SENIT team.	2
IT Devices to deliver individual interventions and target fluency through apps.	Lexia evidence shows an improvement in reading outcomes. Improved mathematic fluency for pupils who regularly access TTR / Numbots. Clicker is accessed via devices and supports pupils working well below in writing – Small steps assessments show good progress for pupils in writing.	1,2 &3

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

Budgeted cost: £28,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead supporting pupils and families with wellbeing and behaviour	School evidence shows that many (over 50%) of our disadvantaged pupils and families are in need of accessing	5

	pastoral support either on a short term or long term basis.	
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
Attendance Service Level Agreement	School evidence and case studies show improved attendance and punctuality for pupils who receive support.	6

Total budgeted cost: £91,405

The school budget will subsidise the additional £9,619 cost.

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 2021 to 2022 academic year.

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

% of Pupils achieving Age Related or Above in Reading	Disadvantaged Pupils	Non-Disadvantaged Pupils
Whole School	70%	67%
EYs (End of Reception)	50%	71%
KS1	60%	63%
KS2	74%	70%

% of Pupils achieving Age Related or Above in Writing	Disadvantaged Pupils	Non-Disadvantaged Pupils
Whole School	48%	55%
EYs (End of Reception)	50%	65%
KS1	31%	51%
KS2	55%	57%

% of Pupils achieving Age Related or Above in Maths	Disadvantaged Pupils	Non-Disadvantaged Pupils
Whole School	59%	66%
EYs (End of Reception)	50%	74%
KS1	46%	69%
KS2	65%	65%

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).

Attendance: Due to school closures we are unable to compare to previous year.

	Whole School Attendance	Disadvantaged Pupils	Non-Disadvantaged Pupils
Attendance Data 2021-22	95.6%	94.15%	96.16%

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
Lexia Reading Intervention	

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)

We also support disadvantaged pupils with emergency items such as food parcels or places in our breakfast club. School activity clubs and residential are subsidised to ensure that disadvantaged pupils either access free or subsidised places.