



# Westgate Primary School

# Pupil Premium Spend Strategy

## 1. Summary Information

<b>Academic Year</b>	2020- 2021	<b>Total PP budget (financial year 2020-21)</b>	£42,593	<b>Date of most recent PP Review</b>	Jan 2021
<b>Total number of pupils Sept 2020</b>	207 (+ 30 Nursery)	<b>Number of pupils eligible for PP Sept 2020</b>	23 YR-Y6 +1 YN EYPP	<b>Date for next internal review of this strategy</b>	Sept 2021

## 2. Current Attainment

**EYFS/ KS1/ KS2**

- No statutory assessments took place in Summer 2020 due to the COVID-19 lockdown.
- See Pupil Premium Spend Strategy 2019-20 for most recent statutory data.

**KS1**  
**Phonics Y2 Westgate November 202**

	2017 School (3)	2017 National	2018 School (3)	2018 National	2019 School (1)	2019 National	2020 School (4)	2020 National
<b>PP</b>	67%	68%	100%	71.7%	0%	70.4%	100%	
<b>Non-PP</b>	93%	83%	85.2%	85.0%	86.2%	84.4%	96.0%	
<b>Gap</b>	-26%	-15%	+14.8%	-13.3%	-86.2%	-13.7%	4.0%	

*Colour-coding indicates comparisons with previous year's figures (improvement; no change; deteriorated).*

- Standards in phonics are high overall, and the standards achieved in November 2020 (delayed from June 2020 due to lockdown) are our highest ever.

### 3.Barriers to future attainment (for pupils eligible for PP)

At the start of the academic year **2019-20**, (the last set of standardised whole school data), across Y1-Y6:

- **70.4%** of PP children were at the expected standard or above in Reading, with **14.8%** at greater depth
- **44.4%** of PP children were at the expected standard or above in Writing, with **7.4%** at greater depth
- **63.0%** of PP children were at the expected standard or above in Mathematics, with **3.7%** at greater depth
- **37.0%** of PP children were at the expected standard in all of Reading, Writing and Mathematics, with **3.7%** at greater depth in all three subjects.
- **25.9%** of PP children are or have previously been looked after by the local authority

At the start of the academic year **2020-21**, across school:

- **20.0%** of PP children have had previous contact with Children's Social Work Services
- **24.0%** of PP children are identified as having SEND, with **0%** having an Education, Health & Care Plan.

At the end of academic year **2018-19**, across school:

- PP attendance stood at **97.3%**, with **3.1%** of PP children being classed as persistently absent (attendance of below 90%).
  
- Overall across school, more PP children are reaching the expected standards over time and have good attendance, and fewer children have an identified SEND
- However, a gap remains between overall outcomes for PP children and non-PP children. This reflects the higher incidence of SEND, attendance issues and/ or CSWC involvement within this cohort

## Overarching issues for the Pupil Premium cohort \*\*\*

	Identified Issue	Desired Outcomes	Success Criteria
<b>A</b>	Underachievement in Writing in KS1/2	<ul style="list-style-type: none"> <li>More PP children reach the expected standard in writing by the end of the academic year</li> </ul>	<p>Work in books shows that :</p> <ul style="list-style-type: none"> <li>PP children are using punctuation increasingly accurately</li> <li>PP children complete extended pieces of writing, demonstrating an increasing use of key genre features</li> <li>PP children demonstrate increased stamina when writing- writing for longer while maintaining control of grammar, punctuation and coherence.</li> <li>PP children are improving the fluency and legibility of their handwriting.</li> <li>At the end of KS1/2, PP children achieve their target grade.</li> </ul>
<b>B</b>	Underachievement in Reading in KS1/2	<ul style="list-style-type: none"> <li>More PP children reach the expected standard in Reading by the end of the academic year</li> </ul>	<ul style="list-style-type: none"> <li>PP children demonstrate improved ability to infer meaning</li> <li>PP children demonstrate increased fluency when reading</li> <li>PP children are able to locate information in texts to answer questions accurately and provide evidence for their opinions.</li> <li>At the end of KS1/2, PP children achieve their target grade.</li> </ul>
<b>C</b>	Underachievement in Maths in KS1/2	<ul style="list-style-type: none"> <li>More PP children reach the expected standard in Mathematics by the end of the academic year</li> </ul>	<ul style="list-style-type: none"> <li>PP children demonstrate increased fluency in recalling and using key number fact eg addition/ subtraction pairs, multiplication and division facts</li> <li>PP children demonstrate increased ability to reason using existing knowledge</li> <li>At the end of KS1/2, PP children achieve their target grade.</li> </ul>
<b>D</b>	Underachievement in Phonics in EYFS/ KS1	<ul style="list-style-type: none"> <li>More PP children reach the expected standard in reading/ writing by the end of the academic year</li> <li>PP children are able to access age-appropriate reading books</li> </ul>	<ul style="list-style-type: none"> <li>PP children at the end of Reception meet the expected standard in reading/ writing in the EYFSP</li> <li>All PP children pass the Phonics check in Y1, and if they have not, do so by the end of KS1</li> </ul>
<b>E</b>	Limited resilience and self-confidence	<ul style="list-style-type: none"> <li>Identified PP children demonstrate increased ability to manage challenge in a range of subjects</li> </ul>	<ul style="list-style-type: none"> <li>PP children strengthen their peer relationships</li> <li>PP children reduce distress and anxiety observed in the classroom when faced with challenge.</li> </ul>

	<b>Identified Issue</b>	<b>Desired Outcomes</b>	<b>Success Criteria</b>
<b>F</b>	Attendance	<ul style="list-style-type: none"> <li>The percentage of PP children classed as being persistently absent falls to be at least in line with that of non-PP children at Westgate</li> <li>Overall attendance for PP children improves so that it is broadly in line with non-PP children at Westgate</li> <li>PP children with better attendance make better progress</li> </ul>	<ul style="list-style-type: none"> <li>Target PP children improve their attendance compared to 2018-19</li> </ul>
<b>G</b>	Additional learning needs due to SEND	<ul style="list-style-type: none"> <li>PP children identified as having SEND receive appropriate support</li> <li>PP children with SEND fulfil their potential</li> </ul>	<ul style="list-style-type: none"> <li>PP children in receipt of FFI High Needs Top Funding, with or without an EHCP, achieve or make good progress towards the targets set out in their annual reviews</li> <li>PP children with SEND participate fully in a broad and balanced curriculum</li> <li>PP children with SEND achieve the targets set in their learning passports</li> <li>PP children with SEND make good progress in their area(s) of difficulty</li> <li>Where possible, the gap between PP SEND children's attainment and that of their peers is narrowed</li> </ul>
<b>H</b>	Additional Social, Emotional & Mental Health (SEMH) needs	<ul style="list-style-type: none"> <li>The impact of PP children's SEMH needs on learning reduces over time.</li> <li>PP children develop strategies, with and without support, to manage their SEMH needs over time.</li> </ul>	<ul style="list-style-type: none"> <li>PP with SEMH needs are supported to be included in lessons.</li> <li>PP children with SEMH needs have adjustments made to accommodate and support their needs.</li> <li>Over time, the impact of SEMH needs on their learning and peer relationships reduces</li> <li>Less time is spent out of lessons</li> </ul>
<b>I</b>	Access to extra-curricular/enrichment activities	<ul style="list-style-type: none"> <li>PP children's learning, social and emotional development is enriched through extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>PP children access subsidised holiday activities within the cluster</li> <li>PP children access extra-curricular activities at school</li> </ul>

Identified Issue(s)	Action	Cost	Actual Impact
<b>A</b>	<ul style="list-style-type: none"> <li>• 1stclass@number Dragon Hunters Y4 and 1stclass@writing Pirate Crew Y3</li> <li>• Delivery of FFT Write Away Together Y6</li> <li>• Handwriting interventions</li> <li>• FFT Wave 3 KS1</li> </ul>	1stclass@writing DH delivery <b>£ 731</b> 1stclass@writing PC delivery <b>£ 731</b> FFT WAT delivery <b>£ 108</b> Handwriting KS1 <b>£108</b> Handwriting KS2 <b>£108</b> FFT Wave 3 KS1 <b>£731</b>	
<b>B</b>	<ul style="list-style-type: none"> <li>• KS2 Inference reading intervention</li> <li>• KS1/2 Targeted reading support</li> </ul>	Y3 Inference <b>£731</b> Y4 Inference <b>£731</b> Targeted Reading support <b>£216</b>	
<b>C</b>	<ul style="list-style-type: none"> <li>• KS2 Subitising interventions</li> <li>• KS2 Power of 2</li> <li>• KS2 Dynamo Maths</li> </ul>	Subitising <b>£1462</b> Power of 2 <b>£731 + £66</b> Dynamo <b>£ 272</b>	
<b>D</b>	<ul style="list-style-type: none"> <li>• Reception Phonics Intervention</li> <li>• KS1 Phonics interventions</li> </ul>	Rec <b>£731</b> KS1 <b>£731</b>	
<b>ABCDEG</b>	<ul style="list-style-type: none"> <li>• Contribution to cost of support staff for targeted TA deployment; in-lesson support and intervention; same day intervention in core subjects (Linked to following issue &amp; action below)</li> <li>• Contribution to enhanced staffing for PP children with SEND, particularly SEMH needs</li> </ul>	<b>£ 18597 TBC</b> (equivalent to an average of c 2 hours per week per PP child)	
<b>FGH</b>	<ul style="list-style-type: none"> <li>• Targeted support from Learning Mentor including whole teaching and small group intervention on zones of regulation; support for children with attachment difficulties; parent link for PP families; supporting good attendance; contribution to LM salary</li> </ul>	<b>£ 10562</b> (2/3 of total cost)	
<b>GH</b>	<ul style="list-style-type: none"> <li>• Contribution to Cluster work to enable us to access:               <ul style="list-style-type: none"> <li>○ TaMHS counselling</li> <li>○ Traded Speech &amp; Language Therapy time</li> <li>○ Parent Support Adviser</li> </ul> </li> </ul>	<b>£ 4146</b> (2/3 of total cost)	
<b>I</b>	<ul style="list-style-type: none"> <li>• Subsidised access to Y5 and Y6 residential as required to ensure full participation</li> <li>• Time to liaise with families and providers to ensure PP children access discounted holiday activities and extra-curricular clubs</li> </ul>	Residential subsidy <b>£ 300 TBC</b> Holiday activities bookings/ extra-curricular activity co-ordination <b>£ 500</b>	