

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	210
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 year 2024/27
Date this statement was published	Thursday 11 th July 2024 Updated September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachel Roberts
Pupil premium lead	Rachel Roberts
Governor / Trustee lead	Anne Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,720.00 (including PPG from other authorities)
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>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£168,720.00

Part A: Pupil premium strategy plan

Statement of intent

At Westlands First School & Nursery School, we are committed to all pupils making strong or accelerated progress from their relative starting points. The aim is for all of our children to attain age-related standards or greater, whether they are categorised as disadvantaged or non-disadvantaged pupils.

As we have a large number of disadvantaged pupils in each year group we ensure all of our teachers provide exemplary quality first teaching to all our pupils.

- To improve punctuality and attendance for all disadvantaged pupils in order to ;
- Significantly reduce persistent absence
- Attendance for pupil premium children

We have a school wide culture in which all staff take the responsibility for disadvantaged pupils to achieve the highest possible goals, including progress for those who are already high attainers.

Quality First Teaching (QFT) 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 attainment gap and at the same time , benefit the non – disadvantaged pupils in our school.

Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges and individual needs. We place a strong emphasis on knowing and understanding every child's needs and areas of support. This may be academically, socially, emotionally or a combination of all three. Well defined, diagnostic assessments are used to ensure that we are precise in each child's starting points.

- To ensure disadvantaged pupils are challenged in the learning they are given.
- To ensure that disadvantaged pupils make good progress from their relative starting points.
- To narrow the gap between disadvantaged pupils and non – disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- To ensure our children have access to high quality pastoral support in school. This may involve Lego Therapy, Play Therapy, Drawing and Talking.
- To support parents/carers with access to health care, support with housing, clothing, food and advice for any other areas of concern through our Early Help offer (see Early Help Offer).

We aim to do this through;

- Ensuring learning & teaching opportunities meet the needs of all pupils at Westlands First School & Nursery.
- Ensuring appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are robustly assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals (FSM) will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding (PPG) will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receive free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Investment in high quality texts and resources to support our clearly sequenced curriculum enabling all children to have access to the right teaching at the right time.
- Funding off site visits, experiences and learning opportunities to inspire and enrich the curriculum.
- High quality CPD ensures all teaching is good or better with teachers adapting learning to maximise progress for all pupils.
- Dedicated funding to enable every child to access trips and visits – A poor financial picture at home is never a barrier for any child.
- A Pastoral Lead is always available to support children and families, to ensure poor attendance of disadvantaged pupils is at least in line with the National Average.
- We maintain investment in support staff across all year groups to support Teaching and Learning.

Challenges and Barriers to Learning

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
<p>1. Attendance</p>	<p>Attendance of identified disadvantaged pupils is below that of non-disadvantaged. Punctuality of this group is also an issue.</p> <p>Pupil Premium attendance is below 96% (currently 90.7 % compared to 92.4 % for non-pupil premium).</p>
<p>2. Academic Achievement</p>	<p>The proportion of pupils reaching a Good Level of Development (GLD) at the end of Reception is lower than national. At every assessment point, PPG are less likely to reach higher than average attainment. A high proportion of PPG pupils also have identified SEND needs so specific actions are identified for these individuals in collaboration with the SENCo.</p>
<p>3. Language Deprivation</p>	<p>A significant proportion of pupils enter school with high levels of language deprivation and weak oral language and communication skills. Diagnostic assessment tools assess children’s language acquisition on entry. This language deficit is challenged early to reduce this barrier for learning</p> <p>Disadvantaged pupils have limited experiences of modelled language by adults, limited early years experiences which extend concentration and model high quality language and extended vocabulary, being read high quality texts in a suitable way in early childhood.</p>
<p>4. Social and Emotional Difficulties</p>	<p>Many of our disadvantaged pupils have poor mental health due to ACEs and challenging home lives. These pupils have lower levels of emotional literacy than those of their non-disadvantaged peers. The mental health and wellbeing of parents/carers has a direct impact on these children leading to high anxiety amongst parents/carers and subsequently their children.</p>
<p>5. Limited Wider Experiences</p>	<p>In some cases pupils lack ‘self-belief’ and aspiration. A lack of structure and ‘breadth of experience’ outside of school places a ceiling on their belief to know what they can change and achieve in life. Pupils have a limited understanding of the wider world of work and the opportunities and career paths available to them.</p>

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
<p>1. Attendance</p> <p>The attendance & punctuality of all children increases and the gap between disadvantaged and non- disadvantaged children narrows. improves and is nearer the whole school target of 96%</p>	<p>Strategies are effective in raising attendance for all learners and particularly those who are disadvantaged. Attendance to reach at least 95% (2023-2024 – 90.7%)</p> <p>Children and parents/carers have a positive attitude towards school and are keen to attend.</p> <p>Parents/carers are clear of their roles and responsibilities to encourage and maintain good attendance.</p>
<p>2. Academic Achievement</p> <p>The proportion of all children attaining a GLD improves to at least 65% There is little or no gap between PPG and Non-PPG children.</p> <p>The gap between the average score of PPG and Non- PPG children on the phonic screening test narrows.</p> <p>More children reach the expected fluency standard in reading at the end of Y1 & Y2.</p> <p>The proportion of children reaching the expected standard in the times table check increases with little to no gap between PPG and Non-PPG.</p> <p>The progress and attainment for disadvantaged children in Reading, Writing & Maths is similar across all groups of children.</p>	<p>All staff have a good understanding of the systematic approach to the teaching of phonics and deliver effective provision daily.</p> <p>In line with the SDP, the teaching of fluency is high profile. Staff act swiftly to target children, leading to improvement.</p> <p>A greater proportion of parents/carers support their children in improving fluency in reading.</p> <p>An increased number of targeted families demonstrate improved engagement in their children’s learning.</p> <p>PPG children close the gap compared to their Non-PPG peers in reaching high standards in Reading, Writing and Maths, average score in Phonics and the Multiplication Check.</p>

<p>3. Language Deprivation</p> <p>Language acquisition is a high priority throughout the school. Explicit strategies for extending and developing vocabulary are in place within a language rich environment.</p> <p>Identified pupils with specific speech and language difficulties make good progress from targets set by our regular SALT.</p> <p>Oracy and oral rehearsal opportunities feature strongly in planning across all curriculum areas.</p> <p>Pupils with expressive and receptive language barriers are targeted early in order to close any gaps.</p> <p>Topic words are carefully selected along with high frequency words to increase children’s vocabulary.</p>	<p>An increased proportion of pupils assessed as having language skills below their chronological age have closed this gap by the end of Key Stage 1.</p> <p>Curriculum plans identify subject specific vocabulary to support key knowledge.</p> <p>PPG pupils are able to use identified language orally and in writing (if age appropriate) as well as their Non- PPG peers.</p> <p>PPG pupils are able to verbalise their learning and express their opinions and knowledge clearly.</p>
<p>4. Social and Emotional Difficulties</p> <p>Parents/carers are better able to recognise emotional difficulties within their family and are better placed to support their children appropriately.</p> <p>Children are more aware of their emotions and are able to self-regulate their emotions.</p> <p>Children are able to use appropriate language to communicate their feelings and discuss their emotions.</p>	<p>Parent/carer voice evidences school supporting children and their families with mental health and wellbeing.</p> <p>Child voice evidences that they feel supported by school in recognising their emotions and how to develop positive wellbeing.</p> <p>Anxiety routed absence improves</p> <p>Over time, the number of disadvantaged children involved in behaviour incidents & suspensions is reduced and is in line with Non- disadvantaged children.</p>

<p>5. Limited Experiences</p> <p>Children will develop a broad vocabulary and are able to link vocabulary to context.</p> <p>Children can utilise widening experiences to support writing and other curriculum learning.</p> <p>Children develop skills which support positive learning behaviours such as resilience, risk-taking, communication and co-operation.</p>	<p>Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.</p> <p>Parent and child voice recognises the importances of wider experiences.</p> <p>The proportion of PPG children accessing wider experiences in line with their Non-PPG peers.</p>
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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: £83,558.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A high ratio of support staff to support each class (Part funded with PPG) £83,558.00</p> <p>RWInc Portal</p> <p>RWInc Whole School Training £3,500.00</p> <p>The teaching of reading to be effectively resourced to support children’s learning eg decodable books, online portal</p>	<p>Quality First Teaching for all.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a</p>	<p>2 Academic Achievement</p>

<p>CPD for staff in EYFS and KS1 will support the development of language and early language.</p> <p>Children with specific language needs will receive regular support from trained staff.</p> <p>All relevant staff to receive CPD</p> <p>Staff delivering specific language intervention to receive full training.</p> <p>Identified children will receive small group</p>	<p>successful literacy strategy (educational endowmentfoundationorg.uk)</p> <p>The EEF’s Teaching and Learning Toolkit suggests that approaches supporting reading can, on average, deliver 6 months’ progress.</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described s talking with the children rather than talking to the children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading. (Vocabulary in Action EEF)</p> <p>The curriculum will continue to be developed to ensure the progression of language is layered. This will allow children to revisit prior knowledge and build on their understanding and use this language effectively both in their written and spoken language. (Improving literacy in Key Stage 1 EEF)</p> <p>The effective deployment of teaching assistants both within and in addition to classroom teaching can support children’s progress. (Teaching Assistant Interventions EEF)</p>	
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interventions to close gaps in attainment and enable good progress.	Small group intervention has an average impact of 4+ months progress across the course of a year. (Small group tuition EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance lead to work with the Pastoral Lead to implement the Attendance policy focusing on supporting families to overcome barriers to attendance whilst monitoring children causing concern.</p> <p>Attendance Lead to ensure previously hard to reach families maintain their improvements in attendance whilst supporting families with support from Pastoral Lead and WEST.</p> <p>A full time Safeguarding Lead & qualified social worker advises and reassures families, signposting them to</p>	<p>Absence and Attendance/The Ley for School Leaders (thekeysupport.com)</p> <p>UCL (2020) found that a sense of belonging improved attendance and behaviour of pupils. If hard to reach families feel a closer connection to school, then attendance of children should improve.</p> <p>Research shows that ‘ A sense of belonging is important for pupils’ learning and behaviour’.</p> <p>The EEF guidance report ‘Working with Parents to Support Children’s Learning’ recognises the positive impact parents can have on children’s academic achievements.</p> <p>(Working with Parents to Support Children’s Learning EEF)</p>	<ol style="list-style-type: none"> 1. Attendance 2. Academic Achievement

<p>support available in the community and online.</p> <p>All teaching staff will take responsibility as the ;First Line' of action when improving attendance</p> <p>Identified pupils will be collected by members of the pastoral/safeguarding team.</p>		
<p>Play/Art therapy will support children with identified social and Emotional needs.</p>	<p>Information for Professionals & Employers – The British Association of Play Therapists (bapt.info)</p> <p>'Play therapy is an effective therapy that helps children modify their behaviours, clarify their self-concept and build healthy relationships. In play therapy, children enter into a dynamic relationship with the therapist that enables them to express explore and make sense of their difficult and painful experiences. Play therapy helps children find healthier ways of communicating, develop fulfilling relationships, increase resiliency and facilitate emotional literacy'.</p> <p>(EEF Toolkit): Tailor targeted approaches to meet the needs of individuals in your school.</p> <p>Universal behaviour systems are unlikely to meet the needs of all of your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p>(Improving Behaviour in Schools EEF)</p>	
<p>Families are under increased pressure</p>	<p>Parental mental health problems NSPCC Learning</p>	

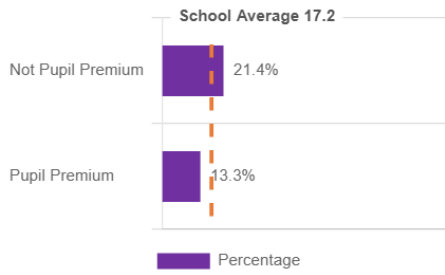
<p>leading to more evidence of poor wellbeing and mental health. Some families are regularly in crisis.</p> <p>Access to the counselling services in The Wellbeing Hub on the school site and referrals for Family Support reduces the risk of these families reaching crisis point.</p>	<p>Many parents/carers with mental problems are able to give their children safe and loving care without their children being negatively impacted in any way. But, sometimes parents with mental health problems need support from family members, friends, neighbours, and/or professionals, to help them care for their children ...Coping with lots of challenges at once can make it difficult for parents to provide their children with the care that they need.</p> <p>(NSPCC)</p>	
<p>Wider experiences will give children opportunities to develop language and first-hand experiences such as ;</p> <p>Visits/visitors, outdoor learning including ‘ Welly Wednesday’, music .</p>	<p>Life Skills and Enrichment EEF)</p> <p>Studies showing the benefits of wider experiences are complex, however all children should be entitled to a well-rounded , culturally rich education. Where children lack wider experiences in the home, school can fill these gaps. These experiences can also support children’s development of resilience, building relationships and managing emotions which will help them in their studies and later life.</p>	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

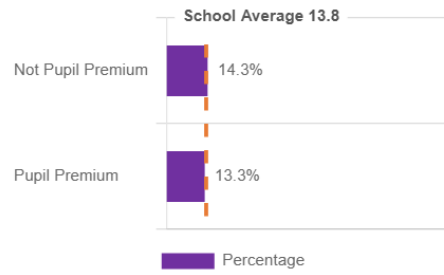
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

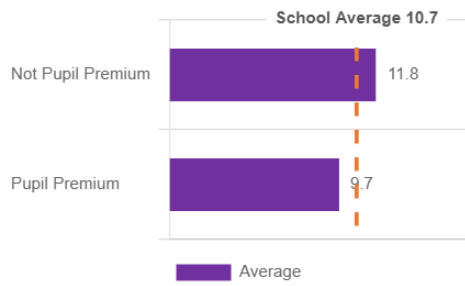
Good Level of Development



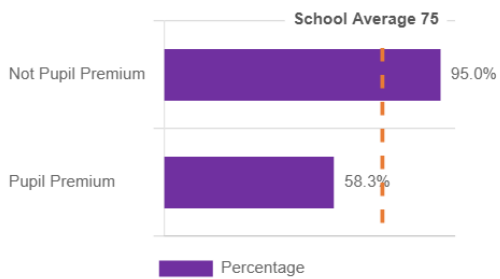
Achieved All Goals



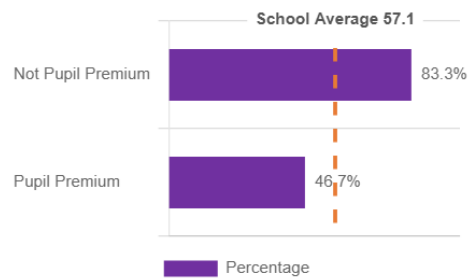
Average Number of Goals



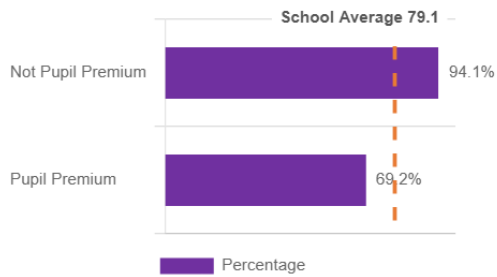
Year One



Year Two (retakes)



End of KS1



189 pupils	
Reading	No. (%)
Pupil Premium	103 (54.5%)
Not Pupil Premium	86 (45.5%)

Difference (change in difference):

Missing Assessment	
No. (%)	
6 (5.8%)	
2 (2.3%)	

On Track or Higher	
Aut1 23-24	Sum2 23-24
34.0%	46.4%
53.6%	64.3%
19.6	17.9 (-1.7)

189 pupils	
Writing	No. (%)
Pupil Premium	103 (54.5%)
Not Pupil Premium	86 (45.5%)

Difference (change in difference):

Missing Assessment	
No. (%)	
5 (4.9%)	
2 (2.3%)	

On Track or Higher	
Aut1 23-24	Sum2 23-24
35.7%	40.8%
47.6%	53.6%
11.9	12.8 (0.9)

189 pupils	
Mathematics	No. (%)
Pupil Premium	103 (54.5%)
Not Pupil Premium	86 (45.5%)

Difference (change in difference):

Missing Assessment	
No. (%)	
5 (4.9%)	
2 (2.3%)	

On Track or Higher	
Aut1 23-24	Sum2 23-24
41.8%	50.0%
54.8%	64.3%
13.0	14.3 (1.3)

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.

Our Safeguarding Lead supports the parents/carers of our vulnerable children.	School works closely with parents/carers to support them in keeping their children safe.
All children have access to an enriched curriculum which includes trips, visits and resources.	
Improve outcomes in EYFS with a greater number of PPG achieving a GLD at the end of Reception.	A minimum of 50% of disadvantaged pupils in EYFS will achieve GLD by the end of the year.
Improve outcomes for PPG pupils in the Year 1 Phonics Screening Test	The percentage of disadvantaged Year 1 pupils who pass the Phonics Screening Test is in line with Non-PPG
All children are able to benefit from warm, clean clothes and shoes	All children have school uniform, shoes, coats and PE kit. Shoe vouchers and clothing vouchers offered .
Support children to develop their character building resilience, confidence and independence. Enable children to recognise how to keep mentally healthy.	All children with SEMH needs have accessed therapeutic support such as Play Therapy, Drawing & Talking and Lego Therapy. The Safeguarding Lead & SENCo will support families referrals for higher level needs.
The parents/carers of PPG children engage with school and know that they can access support with food, housing, debt advice, rent arrears, clothing, homework etc	The class teacher, Pastoral Lead, Safeguarding Lead, SLT have regular contact with parents of disadvantaged children & vulnerable children , so that engagement is high and maintained.

