

3 Year Pupil Premium Strategy Statement

2024/25 - 2026/27

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview (at 1st November 2024)

Detail	Data
School name	Westcliffe Primary School
Number of pupils in school	307 (plus 20 in nursery)
Percentage of pupil premium eligible pupils	58.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date last reviewed	December 2024
Date on which it will be next reviewed	December 2025
Statement authorised by	Robert Prestwood
Pupil premium lead	Robert Prestwood
Governor lead	Ceri Power

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£248,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2024-25)	£248,640

Part A: Pupil premium strategy plan

Statement of intent

At Westcliffe Primary School, we strive towards ensuring that all children achieve and reach their full potential. We expect our pupil premium children to perform at least in-line with non-pupil premium children and we provide the same opportunities for every child. We provide children with opportunities to become well-rounded individuals who are well prepared for their life journey.

Our school vision is to instil a love of learning and equip all our children with the skills they need in later life through a rich curriculum full of first-hand experiences.

Our pupil premium strategy focuses on the whole child and ensures that the basic needs of children are met and focuses on raising the self-esteem and aspirations of all. We ensure that all children feel safe and part of our school family. We are proud of our excellent pastoral team who provide vital support for our children and their families. When these basic needs are met, children are able to focus better in the classroom and are willing to try more challenging learning activities. Our strategy aims to ensure all disadvantaged children achieve at least in-line with non-disadvantaged children within our school.

Common barriers to learning for the disadvantaged children at Westcliffe Primary School can be: less support from home, low aspirations, weak language and communication skills, challenging behaviours and other SEMH needs and a lack of access to enrichment opportunities.

High quality teaching is the key to our strategy statement. We believe that all children should have access to an engaging and varied curriculum. Strategies that have been put in place will ensure that pupil premium children achieve at least in-line with non-pupil premium children and the difference between attainment will be diminished by the time children leave our school. Interventions are only used where necessary to support quality first teaching in the first instant.

Challenges

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

Challenge number	Detail of challenge
1	<u>Phonics/ reading attainment</u> Assessments have shown that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	<u>Attendance</u> Our records confirm that those children with the highest percentage of persistence absences are those who come from disadvantaged families. This level of attendance is negatively impacting disadvantaged children's attainment, well-being and academic progress.
3	<u>Social Emotional Mental Health</u> High number of pupils identified with limited emotional resilience and low self-esteem which impacts on ability to rise to the challenge of more stretching academic activities.
4	<u>Enrichment Opportunities</u> Local area deprivation presents a lack of opportunities for disadvantaged children to participate in a variety of life experiences. This contributes to low expectations and aspirations regarding future career opportunities for these children.

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 reading attainment and progress among disadvantaged children	End of KS2 reading outcomes in 2026/27 will show that the gap between attainment of our disadvantaged children and non-disadvantaged children has significantly reduced or closed. Furthermore, this attainment and the percentage gap is at least in-line with national standards.

Improved attainment in phonics for disadvantaged children	Y1 Phonics screening outcomes in 2026/27 will show that the percentage of disadvantaged pupils who meet the expected standard is in-line with the national average.
Improved attendance for all, particularly our disadvantaged children	Sustained high attendance from 2026/27 will be demonstrated by: • The overall absence rate for all children will be in-line with the national average • The attendance gap between disadvantaged children and non-disadvantaged children will be in line with national average • The percentage of all children who are persistently absent will be in line with the national average
To achieve and sustain improved well-being for all children, as well as increased levels of emotional resilience and self-belief for disadvantaged children	All children will have a good level of wellbeing, self-belief and be emotionally resilient. This will be demonstrated by: • A significant reduction in the number of suspensions for disadvantaged children • A reduction in the number of disadvantaged children requiring additional support for behaviour or emotional needs • Monitoring identifies an increased engagement in learning tasks, enrichment activities, particularly among disadvantaged children
There will be an improved understanding and knowledge of the wider world through real-life, first-hand experiences	All children will benefit from a curriculum full of engaging, first-hand experiences such as: varied selection of extra-curricular clubs, visits, visitors, and enrichment days. This will support instilling a love of learning, equipping all children with the skills they need in later life.

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Skilled leaders to oversee outcomes for disadvantaged children and to support teachers by providing high-quality feedback after monitoring.	The report 'Successful School Leadership' EDT states that, 'School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mind-set and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. Furthermore, the EEF Teaching and Learning Toolkit highlights effective feedback as a high impact, low cost strategy to raise attainment for disadvantaged children (+8 months) https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/ce/ce5195c9-e647-4efc-b43b-f6ddd0bacca4.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
Effective CPD for all staff, delivered by school staff and external providers (e.g. RWI portal) to improve subject knowledge and the quality of the teaching and learning of phonics.	Teaching reading using a phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children (although not necessarily comprehension) High-quality staff CPD delivered to both teachers and teaching assistants improves the impact it will have upon children's learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Develop effective approaches to support parental engagement, in particular how to support learning at home.	The EEF states that parental engagement can have a positive impact upon a child's development (+4 mths). Approaches need to be carefully considered to ensure they meet the needs of all children and not potentially further widen any attainment gap https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into the curriculum and classroom practice.	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 classroom support and bespoke interventions delivered by dedicated staff (1:1 or small group) to support children's emotional wellbeing and development of strategies for self-regulation.	One to one tuition is very effective at improving pupil outcomes and an effective strategy for providing targeted support for pupils that have a need in a specific area. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition	1, 3
Engaging with the School-Led Funding to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Daily targeted 1:1 interventions covering phonics and maths	1:1 tuition is effective at improving outcomes and providing targeted support for children with a specific area of need https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Regular booster intervention groups to address gaps identified in maths or reading delivered weekly by teachers. These are reviewed termly. A proportion of these children will be disadvantaged.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising educational visits and workshops to ensure all children can access real-life opportunities they may not have otherwise been able to. Further funding to ensure all children have access to school uniform and PE kits.	As a school and part of the Poverty Proofing Agenda, we want to make sure all children are able to access a wide range of experience and opportunities and not feel excluded due to financial circumstances	4
A subsidised breakfast, targeted for disadvantaged children	EEF research states that, 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.' Children attending breakfast clubs will be able to focus on their learning if their basic needs are met (Maslow's Hierarchy of Needs) https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	2, 3, 4
Continue to employ an Inclusion Manager and dedicated other staff to provide activities relating to pastoral care so that targeted children feel supported, valued and that social skills are developed	Research shows that positive attention boosts self-esteem, having a good impact upon their ability to learn. The EEF Teaching and Learning Toolkit provides evidence that social and emotional learning improves learning by 4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 3
Embedding the principles of good practice set out in the DfE's Improving School Attendance advice	The DfE guidance has been informed by the engagement of schools that have significantly reduced their levels of absence, including persistent absences. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2

Total budgeted cost: £250,000

Part B: Review of the previous academic year (2023/24)

Outcomes for disadvantaged pupils

Intended outcome

Improved reading attainment and progress among disadvantaged children

Success criteria

End of KS2 reading outcomes in 2024/25 will show that the gap between attainment of our disadvantaged children and non-disadvantaged children has significantly reduced or closed. Furthermore, this attainment and the percentage gap is at least in-line with national standards.

2022/23 KS2 reading outcomes:

In school, 74% (20/27 children) of our disadvantaged children met the EXS in reading. Nationally, the figure was 60%.

In school, 94% (16/17 children) of our non-disadvantaged children met the EXS in reading. Nationally, this figure was 78%.

In school, there was a gap of 20% between our disadvantaged and non disadvantaged children's attainment in reading. However, 4 more disadvantaged children met the standard than non-disadvantaged children.

Nationally, there was a gap of 16% between the disadvantaged and non disadvantaged children's attainment in reading.

2023/24 KS2 reading outcomes:

In school, 64% (18/28 children) of our disadvantaged children met the EXS in reading. Nationally, the figure was 62%.

In school, 71% (12/17 children) of our non-disadvantaged children met the EXS in reading. Nationally, this figure was 79%.

There has been a significant reduction in the gap between disadvantaged and non-disadvantaged children's attainment in reading at the end of KS2 from the previous year. In 2022/23, the gap was 20% but by the end of 2023/24 it had reduced to 7%.

Nationally, the gap between the disadvantaged and non dis-advantaged children's attainment in reading increased from the previous year to 17%.

Intended outcome

Improved attainment in phonics for disadvantaged children

Success criteria

Y1 Phonics screening outcomes in 2024/25 will show that the percentage of disadvantaged pupils who meet the expected standard is in-line with the national average.

2022/23 Y1 phonics outcomes:

64.3% of disadvantaged children passed the Y1 PSC (school)

67% of disadvantaged children passed the Y1 PSC (national)

94% of children passed the Y2 PSC (school)

2023/24 Y1 phonics outcomes:

69% of disadvantaged children passed the Y1 PSC (school)

Data for disadvantaged children who passed the Y1 PSC (national) is not yet available

91% of children passed the Y2 PSC (school)

The percentage of disadvantaged children who passed the phonics screening check at the end of Y1 has increased from 64.3% in 2022/23 to 69% in 2023/24. There is no national data published yet (due October 2024) to make a comparison of disadvantaged children's attainment. While the percentage of Y2 children who passed the screening check dropped slightly from the previous year, we remain on track to meet our target of 'at least 90%' at the end of 2024/25.

Intended outcome

Improved attendance for all, particularly our disadvantaged children. Sustained high attendance from 2024/25 will be demonstrated by:

Success criteria

- *The overall absence rate for all children being no more than 5%.*
- *The attendance gap between disadvantaged children and non-disadvantaged children being significantly diminished or closed and no more than the national average.*
- *The percentage of all children who are persistently absent being below 10%.*

2022/23 attendance outcomes:

Overall absence rate 7% (school), 6.2% (national) – a difference of -0.8%

Attendance for disadvantaged children (school) – 92.9% and non-disadvantaged children (school) – 93.2% (-0.3%)

Attendance for disadvantaged children (national) – 91.3% and non-disadvantaged children (national) – 94.7% (-3.4%)

Overall persistent absence 16% (school), 19% (national)

2023/24 attendance outcomes:

Overall absence rate 6.8% (school), 5.7% (national) – a difference of -1.1%

Attendance for disadvantaged children (school) – 92.3% and non-disadvantaged children (school) – 94.6% (-2.3%)

Attendance for disadvantaged children (national) – 91.8% and non-disadvantaged children (national) – 95.2% (-3.4%)

Overall persistent absence 17% (school), 16% (national)

Since this strategy was published, there has been a pattern of increasing absence rates in schools across the nation. Therefore, the previous targets for absence and persistent absence are no longer achievable.

Despite a reduction from the previous year, our overall absence rate remains slightly higher than national with a difference of -1.1%. However, overall persistent absence is in line with the national percentage.

The gap between the attendance of disadvantaged and non-disadvantaged children is significantly less than the national average. This trend is consistent over the last two years.

Intended outcome

To achieve and sustain improved well-being for all children, as well as increased levels of emotional resilience and self-belief for disadvantaged children

Success criteria

From 2024/25, all children will have high levels of wellbeing, self-belief and be emotionally resilient. This will be demonstrated by:

- *A significant reduction in the number of behaviour incidents for disadvantaged*

children

- *A reduction in the number of disadvantaged children requiring additional support for behaviour or emotional needs*
- *Monitoring identifies an increased engagement in learning tasks, enrichment activities, particularly among disadvantaged children*

2022/23 outcomes:

There were 8 suspensions during this academic year. These were for three children – two of whom are disadvantaged. This was a significant reduction from the previous year when there were 26 suspensions.

There are currently no children requiring additional support from the Behaviour Support Team.

The number of children accessing emotional support from counsellor and Creative Therapy has remained the same.

Monitoring shows learning behaviour has improved. Disadvantaged children make up 55% of our school roll and therefore the majority of places in after-school clubs and other enrichment opportunities.

2023/24 outcomes:

There were 8 suspensions during this academic year. These were for five children – three of whom are disadvantaged. The number of suspensions remained the same from the previous year.

One child required additional support from the Behaviour Support Team. However, by the end of the academic year, this support was no longer needed.

Creative Therapy continues to support our Looked After Children. The counsellor provides emotional support for an ever-increasing number of children in our school.

Disadvantaged children now make up 58% of our school roll. This is an increase of 3% from the previous year. At least half of the places in after-school clubs are taken up by our disadvantaged children.

Intended outcome

There will be an improved understanding and knowledge of the wider world through real-life, first-hand experiences

Success criteria

All children will benefit from a curriculum full of engaging, first-hand experiences such

as: varied selection of extra-curricular clubs, visits, visitors, and enrichment days. This will support instilling a love of learning, equipping all children with the skills they need in later life.

2022/23 outcomes:

Disadvantaged children make up 55% of our school roll and therefore the majority of places in after-school clubs and other enrichment opportunities.

2023/24 outcomes:

Disadvantaged children now make up 58% of our school roll. This is an increase of 3% from the previous year. At least half of the places in after-school clubs are taken up by our disadvantaged children.