

# Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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 previous year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Westfield Primary Community School
Number of pupils in school	463 (477 including Nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Chris Waring
Pupil premium leads	Lamara Taylor / Claire Gomez
Governor lead	Andrew Waller

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,990 (2021-22) £213,290 (2022-23) £238,190 (2023-2024)
Recovery premium funding allocation this academic year	£21,168 (2021-22) £22,478 (2022-23) £23,019 (2023-2024)
School led tutoring	£20,250 (2021-22) – expecting £10k clawback £23,976 (2022-23) expecting a clawback of £5k £9990 (2023-2024)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2021-22) £0 (2023-2024)
Pupil Premium Plus Applied for Since Sept 2021	£646 (2021-22) £TBC (2023-2024)
<b>Total budget for this academic year</b>	<b>£271,199</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve high attainment across all subjects. The best way to raise pupil self-esteem is for them to be successful in the classroom. The focus of our pupil premium strategy is to support all disadvantaged pupils, including those who are already high attaining pupils.

Our approach supports our whole school aims of

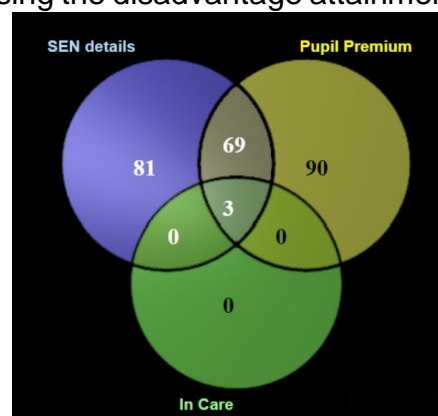
- **Inspiring** a love for our community through mutual respect, teamwork and the shared belief that anything is possible
- **Creating** a learning culture which recognises potential, celebrates achievement and respects individuality
- **Nurturing** strong relationships in a safe and secure environment, where opinions are valued and kindness is the core

At Westfield, we pride ourselves in knowing our children and their families well. Our approach will be responsive to common challenges but, at times, requires an individual approach. The DfE acknowledges the importance of pastoral initiatives to enable a child's readiness to learn. Our Children's Champions are instrumental in providing personalised, pastoral support for children and families.

Research tells us, success in the classroom leads to higher aspirations. Our disadvantage strategy focuses on what is in the school's gift: improving pupils' learning experiences and removing all notions that disadvantaged pupils have lower aspirations and attain less than their non-disadvantaged peers. We expect all staff to take ownership of the consistency of inclusion in learning. This is key to our success for addressing disadvantage.

High-quality inclusive practice is at the heart of our approach. This, along with a focus on developing self-regulated learners, will impact on closing the disadvantage attainment gap and, at the same time, will benefit our non-disadvantaged pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

High Special Educational Needs (SEND) numbers within disadvantaged pupils can mean that low attainment is more difficult to shift; in some cases deprivation may not be the main determinate in lower attainment. Currently, 32% of our school has an identified Special Educational Need and



44% of these children are also Pupil Premium. This makes adopting best practice essential.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Based Tutoring for pupils whose education has been most affected, including non-disadvantaged pupils.

There is a strong correlation between pupil attendance and attainment. Significant work over the last three years has led to improved attendance, for all pupil groups, and will continue to be a priority.

Our Disadvantaged Learners Review by Marc Rowland, in November 2020, confirmed that our language gap is our attainment gap and, consequently, there will always be a continuous focus on speech, language and communication throughout school.

The approaches we have adopted complement each other to help pupils excel and are grounded in the educational research by Marc Rowland. The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct 'building blocks of success'. These form the foundations of our strategy as below.

- Whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Deploying staff effectively
- Meeting individual learning needs and using data effectively to address underperformance
- Clear, responsive leadership that invests in staff training

The school was graded as Good by Ofsted in July 2023. The foundations of our strategy were all explored as part of inspection activity.

## Barriers

Our strategy for addressing educational disadvantage recognises that disadvantaged children are not always eligible for Pupil Premium funding.

We have identified the following key barriers / challenges to achievement that affect our pupils. At Westfield, we understand that all pupils have individual needs and will require different levels of support throughout their time with us. As a school, we have identified the key challenges however, recognise that there will be pupils who face barriers outside of those listed below. We will seek to personalise their support where appropriate.

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

Barrier number	Detail of challenge/barriers																																																																																		
1	<p><b>Attendance:</b> The gap between disadvantage and non-disadvantage for attendance remains significant in some cohorts. This can impact on children's access to high quality, inclusive teaching.</p> <table border="1" data-bbox="379 304 1393 967"> <thead> <tr> <th colspan="5" data-bbox="379 304 1393 371">Comparison of PPG / Non-PPG Attendance 5<sup>th</sup> September 2022 – 16<sup>th</sup> June 2023</th> </tr> <tr> <th data-bbox="379 371 512 439">Cohort</th> <th data-bbox="512 371 746 439">% of PPG children in year group</th> <th data-bbox="746 371 981 439">PPG Attendance</th> <th data-bbox="981 371 1246 439">Non PPG Attendance</th> <th data-bbox="1246 371 1393 439">Gap</th> </tr> </thead> <tbody> <tr> <td data-bbox="379 439 512 506">Reception (53)</td> <td data-bbox="512 439 746 506">28%</td> <td data-bbox="746 439 981 506">87.2%</td> <td data-bbox="981 439 1246 506">93%</td> <td data-bbox="1246 439 1393 506">-5.8%</td> </tr> <tr> <td data-bbox="379 506 512 573">Year 1 (60)</td> <td data-bbox="512 506 746 573">28%</td> <td data-bbox="746 506 981 573">85.4%</td> <td data-bbox="981 506 1246 573">92.3%</td> <td data-bbox="1246 506 1393 573">-6.9%</td> </tr> <tr> <td data-bbox="379 573 512 640">Year 2 (83)</td> <td data-bbox="512 573 746 640">29%</td> <td data-bbox="746 573 981 640">90.2%</td> <td data-bbox="981 573 1246 640">93.7%</td> <td data-bbox="1246 573 1393 640">-3.5</td> </tr> <tr> <td data-bbox="379 640 512 707">Year 3 (67)</td> <td data-bbox="512 640 746 707">36%</td> <td data-bbox="746 640 981 707">89.8%</td> <td data-bbox="981 640 1246 707">95.3%</td> <td data-bbox="1246 640 1393 707">-5.5</td> </tr> <tr> <td data-bbox="379 707 512 775">Year 4 (66)</td> <td data-bbox="512 707 746 775">26%</td> <td data-bbox="746 707 981 775">89.9%</td> <td data-bbox="981 707 1246 775">93.3%</td> <td data-bbox="1246 707 1393 775">-3.4</td> </tr> <tr> <td data-bbox="379 775 512 842">Year 5 (75)</td> <td data-bbox="512 775 746 842">40%</td> <td data-bbox="746 775 981 842">87.1%</td> <td data-bbox="981 775 1246 842">93.6%</td> <td data-bbox="1246 775 1393 842">-6.5</td> </tr> <tr> <td data-bbox="379 842 512 909">Year 6 (89)</td> <td data-bbox="512 842 746 909">35%</td> <td data-bbox="746 842 981 909">89.13%</td> <td data-bbox="981 842 1246 909">94.7%</td> <td data-bbox="1246 842 1393 909">-5.6</td> </tr> <tr> <td data-bbox="379 909 512 967">Total (493)</td> <td data-bbox="512 909 746 967">32%</td> <td data-bbox="746 909 981 967">88.5%</td> <td data-bbox="981 909 1246 967">93.7%</td> <td data-bbox="1246 909 1393 967">-5.2</td> </tr> </tbody> </table> <p data-bbox="368 976 1393 1245">Our attainment outcomes for pupils in receipt of the Pupil Premium Grant (PPG) are below that of pupils who are not eligible for the funding. This has been trend for a number of years. The national average of pupil attendance for children in receipt of PPG is unavailable however, the percentage for pupils who have been entitled to Free School Meals (FSM) within the last 6 years is a good benchmark. Our attendance follows a similar trend to national figures: pupils who are entitled to the Pupil Premium Grant attend less than those who are not eligible across all year groups.</p> <table border="1" data-bbox="403 1290 1366 1778"> <thead> <tr> <th colspan="2" data-bbox="403 1290 646 1503">National 2021/2022</th> <th colspan="2" data-bbox="646 1290 888 1503">School 2021/2022</th> <th colspan="2" data-bbox="888 1290 1131 1503">School 2022/2023 (Sept – 10<sup>th</sup> Feb)</th> <th colspan="2" data-bbox="1131 1290 1366 1503">School 2022/2023 (Sept – 16<sup>th</sup> June)</th> </tr> <tr> <th data-bbox="403 1503 526 1626">FSM</th> <th data-bbox="526 1503 646 1626">Non FSM</th> <th data-bbox="646 1503 769 1626">PPG</th> <th data-bbox="769 1503 888 1626">Non PPG</th> <th data-bbox="888 1503 1011 1626">PPG</th> <th data-bbox="1011 1503 1131 1626">Non PPG</th> <th data-bbox="1131 1503 1254 1626">PPG</th> <th data-bbox="1254 1503 1366 1626">Non PPG</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 1626 526 1693">92.2%</td> <td data-bbox="526 1626 646 1693">96.3%</td> <td data-bbox="646 1626 769 1693">89.5%</td> <td data-bbox="769 1626 888 1693">93.5%</td> <td data-bbox="888 1626 1011 1693">88.8%</td> <td data-bbox="1011 1626 1131 1693">93.5%</td> <td data-bbox="1131 1626 1254 1693">88.5%</td> <td data-bbox="1254 1626 1366 1693">93.7%</td> </tr> <tr> <td colspan="2" data-bbox="403 1693 646 1778">Gap of 4.1%</td> <td colspan="2" data-bbox="646 1693 888 1778">Gap of 4%</td> <td colspan="2" data-bbox="888 1693 1131 1778">Gap of 4.67%</td> <td colspan="2" data-bbox="1131 1693 1366 1778">Gap of 5.2%</td> </tr> </tbody> </table>	Comparison of PPG / Non-PPG Attendance 5 <sup>th</sup> September 2022 – 16 <sup>th</sup> June 2023					Cohort	% of PPG children in year group	PPG Attendance	Non PPG Attendance	Gap	Reception (53)	28%	87.2%	93%	-5.8%	Year 1 (60)	28%	85.4%	92.3%	-6.9%	Year 2 (83)	29%	90.2%	93.7%	-3.5	Year 3 (67)	36%	89.8%	95.3%	-5.5	Year 4 (66)	26%	89.9%	93.3%	-3.4	Year 5 (75)	40%	87.1%	93.6%	-6.5	Year 6 (89)	35%	89.13%	94.7%	-5.6	Total (493)	32%	88.5%	93.7%	-5.2	National 2021/2022		School 2021/2022		School 2022/2023 (Sept – 10 <sup>th</sup> Feb)		School 2022/2023 (Sept – 16 <sup>th</sup> June)		FSM	Non FSM	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	92.2%	96.3%	89.5%	93.5%	88.8%	93.5%	88.5%	93.7%	Gap of 4.1%		Gap of 4%		Gap of 4.67%		Gap of 5.2%	
Comparison of PPG / Non-PPG Attendance 5 <sup>th</sup> September 2022 – 16 <sup>th</sup> June 2023																																																																																			
Cohort	% of PPG children in year group	PPG Attendance	Non PPG Attendance	Gap																																																																															
Reception (53)	28%	87.2%	93%	-5.8%																																																																															
Year 1 (60)	28%	85.4%	92.3%	-6.9%																																																																															
Year 2 (83)	29%	90.2%	93.7%	-3.5																																																																															
Year 3 (67)	36%	89.8%	95.3%	-5.5																																																																															
Year 4 (66)	26%	89.9%	93.3%	-3.4																																																																															
Year 5 (75)	40%	87.1%	93.6%	-6.5																																																																															
Year 6 (89)	35%	89.13%	94.7%	-5.6																																																																															
Total (493)	32%	88.5%	93.7%	-5.2																																																																															
National 2021/2022		School 2021/2022		School 2022/2023 (Sept – 10 <sup>th</sup> Feb)		School 2022/2023 (Sept – 16 <sup>th</sup> June)																																																																													
FSM	Non FSM	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG																																																																												
92.2%	96.3%	89.5%	93.5%	88.8%	93.5%	88.5%	93.7%																																																																												
Gap of 4.1%		Gap of 4%		Gap of 4.67%		Gap of 5.2%																																																																													
2	<p><b>Safeguarding:</b> Our school community has a high level of deprivation as evidenced through IDACI and ward data. As a consequence, we have Children's Champions and a safeguarding lead to provide a range of support for our school community.</p>																																																																																		
3	<p><b>Language and Communication:</b> On entry data shows a significant need to support speech, language and communication for many pupils. Early identification and structured interventions are necessary to close the word gap</p>																																																																																		

	throughout EYFS and KS1. WellComm is used as our screening and intervention tool.
4	<b>Resilience / Motivation:</b> Challenges 1, 2 and 3 combined may lead to low self-esteem. Monitoring has shown that these barriers can lead to children lacking resilience, motivation and presenting with low self-esteem.
5	<b>Life Experiences and Wellbeing:</b> Life experiences can never be assumed. It is essential that our curriculum offer provides a variety of opportunities to develop skills, celebrate personal achievement and develop their understanding through concrete experiences. Following COVID-19, we have offered increased support to our school community to support mental health and wellbeing.
6	<b>SEND/Double Disadvantage:</b> 48% of our children eligible for PP have an identified SEND need as well. Therefore, it is essential to ensure that provision for SEND remains high profile and all staff have appropriate training to ensure all teachers and teaching assistants are effective teachers of SEND.
7	<b>Reading:</b> Reading fluency ensures all children access a full primary curriculum in order to be ready for secondary school. On entry data exemplifies the need for narrowing the word gap and having a secure system for early reading.
8	<b>Poverty Proofing:</b> The cost of living is having a significant impact on our community and families. A number of our families face significant barriers, including financial difficulties, yet many are not eligible for Pupil Premium funding.

## 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.

**Our overarching aim is for the attainment gap between PPG and Non PPG to be reduced.**

Intended outcome	Success criteria																				
<p><b>Attendance:</b></p> <table border="1"> <thead> <tr> <th>Period</th> <th>PPG Attendance</th> <th>Non PPG Attendance</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Sept 2021 – July 2022</td> <td>89.8%</td> <td>93.5%</td> <td>-3.7</td> </tr> </tbody> </table> <p>To ensure poor attendance is not a barrier to achievement.</p> <p>2020/2021:</p> <table border="1"> <thead> <tr> <th>Period</th> <th>PPG Attendance</th> <th>Non PPG Attendance</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>152 children 94.5%</td> <td>342 children 97.2%</td> <td>-2.7</td> </tr> <tr> <td>8<sup>th</sup> March – 11<sup>th</sup> June</td> <td>159 children 94.0%</td> <td>338 children 96.8%</td> <td>-2.8</td> </tr> </tbody> </table> <p>2021/2022:</p>	Period	PPG Attendance	Non PPG Attendance	Difference	Sept 2021 – July 2022	89.8%	93.5%	-3.7	Period	PPG Attendance	Non PPG Attendance	Difference	Autumn Term	152 children 94.5%	342 children 97.2%	-2.7	8 <sup>th</sup> March – 11 <sup>th</sup> June	159 children 94.0%	338 children 96.8%	-2.8	<p>The attendance of children eligible for Pupil Premium further improves and aligns closer to national figures.</p> <p>To further reduce the number of children who are persistently absent from school and to reduce the gap across all cohorts.</p> <p>The attendance gap for PPG / Non PPG aligns more closely to national data.</p>
Period	PPG Attendance	Non PPG Attendance	Difference																		
Sept 2021 – July 2022	89.8%	93.5%	-3.7																		
Period	PPG Attendance	Non PPG Attendance	Difference																		
Autumn Term	152 children 94.5%	342 children 97.2%	-2.7																		
8 <sup>th</sup> March – 11 <sup>th</sup> June	159 children 94.0%	338 children 96.8%	-2.8																		
<p><b>Safeguarding:</b></p> <p>To offer enhanced support for our most vulnerable children and families to</p>	<p>The Community Hub and breakfast clubs will be well used and be a safe space for our families who need support to meet Maslow's hierarchy of needs.</p>																				

<p>ensure social disadvantage is not a barrier to attending school.</p>	 <p>Maslow's hierarchy of needs</p> <p>Parents will be knowledgeable about the role of the Children's Champions and know what support, both in school and in the community, is available for everyone to access. The school website will have a dedicated section for Safeguarding.</p>
<p><b>Language and Communication:</b> Build on the success of our communication friendly status in EYFS to develop staff understanding throughout KS1</p> <p>Nationally accredited by Elklan and OCN London</p> 	<p>We know our language gap is our attainment gap. Early identification will lead to effective intervention to prevent poor speech and language skills becoming a barrier to future attainment.</p>
<p><b>Resilience / Motivation:</b> Raise confidence and curiosity with our curriculum. The delivery of our curriculum will allow for opportunities and experiences which we recognise are not readily available within the family.</p> <p>We use the terms STRENGTHS STRUGGLES and STRATEGIES as a memorable cue for our children to understand metacognition and self-regulation strategies.</p>	<p>Children will be knowledgeable and curious about the world around them and have the confidence to ask questions.</p> <p>Every child a reader and to have confidence and competency in key skills to access the full curriculum and participate readily in their learning.</p> <p>Metacognition and self-regulation skills will be articulated by the children through our strengths, struggles and strategies approach and they will be able to articulate how they overcome barriers as a learner.</p>
<p><b>Life Experiences and Wellbeing:</b> Curriculum provision, including extra-curricular offer, will give children the drive and motivation to get out of bed in the morning.</p>	<p>Pupils will access a wide range of extra-curricular activities (Forest Schools, Dance, Art) to become active participants in the wider life of the school and develop life skills such as confidence and resilience. The school curriculum will offer a range of experiential learning opportunities that develop an appreciation of the world around them and enable them to be good citizens within their community. We will have an identified Mental Health Lead (DfE training with Thrive) to ensure that mental health has a raised profile within school.</p>
<p><b>SEND/Double Disadvantage</b> Embedding effective systems for identifying, monitoring and supporting</p>	<p>Consistent, high quality inclusive practice will be evident in all classes. A continual cycle of CPD for all staff will develop strong practice and monitoring will show provision meets need.</p>

the SEND needs throughout school. External Review on SEND leadership	
<b>Reading</b> Purchase of new standardised diagnostics assessments. Purchased DfE validated Systematic Synthetic Phonics programme SSP (Little Wandle) and associated resources.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. There will be a consistent approach throughout EYFS and KS1 with same day interventions to enable children to keep up rather than catch up. Reading for pleasure and reading in a variety of contexts will be consistent across school.

## 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 2021-22:** WalkThrus Programme £3,500, Huntington Research School £2,000, External Reviews of SEND £1,500, SSP £6,000 and Reading Plus £5,000. Support for class structure for current Y3 throughout KS2 £110,000 (long term strategy).  
**Total £128,000**

**Budgeted cost 2022-23:** CPD £12,000, Thrive £7,000, Reading Plus £2,000, Y3 smaller class structure £40,000 (one year strategy) and protected leadership time £21,000, SLCN resources and reading spine £12,000.  
**Total £94,000**

**Budgeted cost 2023-2024:**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the long term instructional coaching programme for all staff through correctly identifying which walkthrus will have the most impact for our learners.	 2021/22      2022/23      2023/24	3, 4, 5, 6, and 7

<p>Build upon success of work with Huntington Research School on metacognition to develop pedagogy which supports pupils' memory of key information. Sustain protected leadership time to monitor impact against the Teaching, Learning and Assessment policy.</p>	 <p><b>Guidance Reports</b> <b>Metacognition and Self-regulated Learning</b></p>	<p>3, 4, 5, 6 and 7</p>
<p>Continue with our CPD programme to support effective provision and teaching for all pupils. Protected time for teachers to complete peer review to develop their own practice (Watching Others Work).</p>	 <p><b>Guidance Reports</b> Making Best Use of Teaching Assistants</p> <p><b>Guidance Reports</b> Special Educational Needs in Mainstream Schools</p> <p><b>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</b> Guidance Report</p>	<p>1, 2, 3 and 6</p>
<p>Reading CPD and Developing Language. Maintenance of DfE validated Systematic Synthetic Phonics programme (SSP) to secure stronger phonics teaching. Developing reading spine in KS2 to increase for reading for pleasure. Creation of an inspiring and well-resourced EYFS /KS1 library.</p>	<p><b>The reading framework</b> Teaching the foundations of literacy</p> <p>July 2021</p> 	<p>1, 3, 4, 6 and 7</p>
<p>Pupil Wellbeing. Staff Wellbeing, retention and recruitment WIMT. Use of wellbeing meetings with SBM for all teams in school to identify and action future steps.</p>		<p>1, 2, 4 and 5</p>

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

**Budgeted cost 2021-2022:** Additional hours for tutoring (funded Y1 and Y5), additional hours for other interventions £6,000 and Level 3 practitioner for Early Language Interventions £26,000. **Total £32,000**



**Budgeted cost 2022-2023:** £17,000 to support flexible groupings Y5/6, £32,000 to support early talk and pastoral in EYFS. £40,000 will be school funded to support School Led Tutoring and this will not come from the PPG allocations. **Total: £49,000**

**Budgeted cost 2023-2024:**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school led tutoring through flexible groupings as there was limited success with the previous structure due to continued staff absence.</p>	<p>DfE guidance on National Tutoring Programme Tuition targeted at specific needs and gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p>	<p>1, 2, 3, 4, 6 and 7</p>
<p>Intervention Plan delivered through additional TA hours will be monitored by the SENCo. Impact will be measured and practice modified in a timely manner to meet needs.</p> <p>In 2023/24, we will have a renewed focus on supporting SEND in EYFS.</p>	 <p><b>Guidance Reports</b> <b>Special Educational Needs in Mainstream Schools</b></p>	<p>3, 4, 6 and 7</p>
<p>WellComm is well established and has positive impact in EYFS. Focus now moves to disseminating good practice across KS1/KS2 to ensure all practice is language rich.</p>	 <p><b>WellComm</b></p> <p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement and have high impact on reading. We have engaged with the evidence based research project 'Talk for York' which is led by City of York Council.</p>	<p>3, 4, 6 and 7</p>
<p>Equip staff in our school to understand, identify and tackle the root causes of behaviour, so more time is spent productively on learning.</p> <p>Thrive profiles and interventions will be</p>	 <p>Thrive training, online assessments, and expert strategies for working with pupils will enable you to improve attendance, behaviour and learning outcomes, and align with Public Health</p>	<p>1, 2, 3, and 6</p>



used to identify and address collective and individual needs.	England's eight principles for a whole school and college approach	
---	--	--



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

**Budgeted cost 2021-2022:** £ Additional SENCo time (1 day each week) £7,000, additional office hours for attendance £4,000, establishing our school-based wraparound care £7,000 and uniform and food bank £3,000. Children's Champion team for pastoral care £68,000 and KS2 Level 3 SEMH £6,500. **Total £95,500**

**Budgeted cost 2022-2023:** Additional SENCo time £9,000, office hours for attendance £4,000, Children's Champions £95,000, PP budget for swimming, residential support and wraparound £10,000. **Total £118,000**

**Budgeted cost 2023-2024:**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Transfer the strong practice in supporting pupils' positive behaviour from the classroom to the playground.</p> <p>Introduce OPAL (evidence based approach) so play becomes part of the curriculum. Adults will engage children in play rather than supervise.</p>	 <p>Guidance Reports Improving Behaviour in Schools</p> <p>WHEN THE ADULTS CHANGE EVERYTHING CHANGES PAUL DIX SEISMIC SHIFTS IN SCHOOL BEHAVIOUR</p> <p>TEACHING WALKTHRUS</p> <p>TEACHING WALKTHRUS 2</p>	1, 2, 3, 4, 5, 6 and 7
<p>Attendance will remain a key priority.</p> <p>Health needs/toilet issues/medical will not be a barrier to attendance.</p> <p>Parental engagement, developing friendships and capturing pupil</p>	 <p>Guidance Reports Working with Parents to Support Children's Learning</p>	1, 2 and 4

voice will inform future actions.	<p>Guidance</p> <p><b>Improving school attendance: support schools and local authorities</b></p> <p>Updated 6 January 2022</p>	
<p>Poverty Proofing</p> <p>Following 18 months of planning and collaboration with the University of York, The Place opened Autumn 23. Promote engagement to ensure success of the project.</p>	<p>School continues to offer wraparound care provider. Families who have needed financial support will be continued support through this where appropriate and also through our Community Hub. We continue to access the National Breakfast Programme and now provide daily fruit throughout KS2.</p>	1 and 2
<p>Embed Natterhub and Jigsaw to meet identified needs.</p>	<p>Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p><small>Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers</small></p>  	1, 2, 3, 4, 5, 6 and 7

**Total budgeted cost 2021-2022: £255,500**

**Total budgeted cost 2022-2023: £261,000**

**Total budgeted cost 2023-2024: £272,000**

## Part B: Review of outcomes academic year 2021-2023

Aim	Outcome
<b>Attendance</b>	<p><b>2021/2022:</b> Attendance continues to be a high priority with all classroom staff, pastoral teams and leadership invested in achieving improvements. Robust systems have been strengthened through change of our MIS system affording improved reporting and analysis tools.</p>
	<p><b>2022/2023:</b> The change to the Children’s Champion structure has further improved early conversations and intervention around attendance. Strong relationships with families continue to be the key to improvement. Targeted support between school and the new Local Authority Attendance Officer has seen significant improvements in attendance for focus children. OFSTED confirmed attendance systems are robust and impactful.</p>
<b>Safeguarding</b>	<p><b>2021/2022:</b> Training provided by CPOMS developed leaders’ knowledge of the system and led to improvements being made to the categorisation of incidents. Leaders used training to strengthen analysis of incidents reported and this is now routinely used to evaluate and identify priorities for intervention and support. Training and access to CPOMS for TAs has led to increased accuracy of incident reporting. The safeguarding review completed by the Local Authority in June 2022 confirmed effective practices were embedded across school.</p> <p>Links between school staff and the Wellbeing in Mind Team is beginning to lead to children and their families receiving support for specific areas of need.</p> <p><b>2022/2023:</b> Changes to the pastoral team have increased the number of Children’s Champions providing highly effective support. The high number of children on safeguarding plans, and many others requiring significantly high levels of support, led to the introduction of a Safeguarding Lead role. OFSTED confirmed safeguarding arrangements were effective in July 2023 inspection.</p>
<b>Language &amp; Communication</b>	<p><b>2021/2022:</b> An updated Early Years Curriculum, which linked closely to the needs of our school demographic, led to an increase in GLD scores. Embedding the strategies from The Early Talk for York project supported this increase. WellComm provides us with effective screening and intervention to reduce language gaps. Termly contact with a Speech and Language therapist through the project supported the early identification of speech and language needs and upskilled staff as well as supporting staff confidence.</p>

	<p><b>2022/2023:</b> We now have a sustainable model for closing language gaps using principles from the Talk for York project. As a Level 3 ET4Y school we have access to WellComm screening and intervention tools, a Speech and Language Therapist who provides staff training and professional discussions around supporting children's needs while they are still on the waiting list for SaLT. Our dedicated Level 3 practitioner matches interventions closely to children's assessments and provides activities for families to support at home. An evaluation of the Family Learning structure has led to greater impact engagement. Dyslexia training was accessed by the staff and this has developed staff confidence and the development of strategies to support dyslexia.</p>
<p><b>Resilience/ Motivation</b></p>	<p><b>2021/2022:</b> The introduction and consistent application of the Teaching and Learning Assessment policy afforded clear expectations of all staff. Learning environments have significantly improved and there is consistency in curriculum intent and delivery. Protected time has allowed the leadership team to monitor against the TLA policy.</p> <p><b>2022/2023:</b> Children's talk about their learning has significantly improved: learners are more excited and engaged in topics and can explain the purpose of their learning. The introduction of immersion days and knowledge organisers have also contributed to this. Monitoring has evidenced more pupil talk ; children are curious and can articulate the learning journey and make links with prior learning. Metacognitive strategies are embedded throughout the core subjects and many can articulate how they overcome barriers are a learner through strengths, struggles and strategies. This now needs to extend through the foundation subjects. A full evaluation of the curriculum further strengthened our offer - this was confirmed by OFSTED. Parental engagement in learning is improving but will be a focus for 23/24. Pupil motivation / attitudes towards assessment will also be explored.</p>
<p><b>Life Experiences and Wellbeing</b></p>	<p><b>2021/2022:</b> The school's offer of after school clubs has improved and uptake has increased. The review of our DT curriculum has seen the introduction of Food Tech in our school dining hall, having a hands on experience to deepen their understanding and learning experience. The curriculum has completed 1 full cycle (throughout Year A and B) and has now been evaluated and reviewed in light of gaps made by COVID 19. Purposeful educational visits enriched learning.</p> <p><b>2022/2023:</b> The knowledge that the children need to have by the end of each phase is now clear and shared via a knowledge organiser. The introduction of low stake baseline and end of topic quizzes allow teachers to evaluate the impact of teaching and make adjustments to future learning. Immersion days inspire and excite</p>

	<p>children, and knowledge organisers sent home prior to beginning a topic to allow parents to have insight to their child's learning.</p> <p>CPOMs analysis highlighted a need for further education on online safety. Natterhub was introduced to help support teaching of this and will be further embedded in 23/24. Jigsaw purchased to strengthen our PSHCE offer. Quality of teaching in this subject has significantly improved.</p> <p>Evaluation of the club offer has increased take up and opportunity. Visits and experiences excite children: Zoom sessions have allowed children to meet different authors, experience tours of historical buildings and meet experts in the field of their topics. This has led to richer learning experiences.</p>
<p><b>SEND/ Double Disadvantage</b></p>	<p><b>2021/2022:</b> The significant investment in CPD developing staff understanding of supporting children with SEND has enabled staff to reflect on their current practice and make adjustments to their practice. Teachers and teaching assistants report higher levels of confidence in supporting pupils with dyslexia and autism. Metacognitive strategies are now integral to classroom practice: monitoring has evidenced increased pupil motivation, resilience and independence in learning in the core subjects.</p> <p><b>2022/2023:</b> Improved systems have led to greater rigour and consistency in identification of pupils with SEN. EHCP plans have been approved for a number of children with complex needs. SEND help guides and improved resourcing has provided staff with a toolkit of support. Monitoring has evidenced that CPD from 21/22 continues to be built upon and pupils with SEN are supported more effectively. Scaffolding is supportive and planned incisively. We adopted the Thrive Approach and individual Thrive profiles were completed leading to effective interventions for specific children.</p>
<p><b>Reading</b></p>	<p><b>2021/2022:</b> The introduction of Little Wandle has ensured consistent teaching in phonics across EYFS and KS1. Adjustments to practice are planned for next year to ensure the teaching practice meets learners' needs and impacts on phonics check scores. The use of E-Collins books for Guided Reading alongside the Little Wandle scheme, provides opportunities for children to revisit books and develop confidence. The introduction of electronic books has improved parental engagement. Targeted intervention (Reading Revival and Nessy) had impact for specific children and meeting individual learning needs. Engagement with Reading Plus is improving reading fluency.</p> <p><b>2022/2023:</b> A Reading Spine was introduced to increase motivation for reading. Children are reading more for pleasure and the general enthusiasm around reading has increased. Reading Plus is becoming more rigorous because staff training has meant that teachers are more aware of how to use the programme more effectively. Books have been embedded within the two year curriculum cycle as a further motivation to read. Ofsted (July 2023)</p>

reported that 'Reading is an important part of school life. Leaders have provided training and check to make sure that reading is well taught. As a result, most pupils learn to read quickly and confidently.'

Adjustments made to the teaching of phonics in Key Stage 1 led to 75% of children meeting the threshold of the Phonics Check in Year 1 in 2023, compared to 39% in the previous year.

## 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
Little Wandle Letters and Sounds Revisited	Harper Collins Publishers Ltd
Reading Plus	Reading Solutions
White Rose Maths Teaching Resources and CPD materials	White Rose Maths
Nessy	Nessy
My Maths	Oxford University Press
Spelling Shed	Ed Shed
TT Rockstars	TT Rockstars
Natterhub	
Jigsaw	
Big Cat Little Cat	Harper Collins Publishers Ltd
Deepening Understanding	White Rose

## Pupil Premium Plus

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

Measure	Details
How do you spend your Pupil Premium Plus?	Applied for four 4 pupils to support reading intervention materials, tutoring and residential visits.
What was the impact?	Reduced barriers 1, 2, 6 and 7