



## Westbridge Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Westbridge Academy
Number of pupils in school	158 (including Nursery)
Proportion (%) of pupil premium eligible pupils	62.7%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	D. Daly / M. Mann
Pupil premium lead	D. Daly
Governor / Trustee lead	Carina Saner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,910
Recovery premium funding allocation this academic year	£12,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,235



## Part A: Pupil premium strategy plan

### Statement of intent

Our main aim is that disadvantaged pupils attain to the best of their ability, and in line with their peers, so that they can fulfil their potential at school. We want all pupils, regardless of their starting points, or gaps in learning, to be as fully ready as possible for their next learning stage. This is so that the cycle of disadvantage can be broken, and all pupils are ready to flourish at secondary school and beyond.

Our Pupil Premium Strategy considers what is needed to ensure that all pupils make progress towards their end-of-year targets. The initiatives we have prioritised will ensure gaps in learning are filled in Phonics, Reading fluency and Comprehension, Writing skills and enhanced confidence for children when speaking about their learning and progress. Our Leadership Team will conduct frequent needs analyses to ensure that funding is used judiciously to meet the needs of prioritised pupils or classes. Our Pupil Premium children will have the same access to and opportunities for in-school and extra-curricular activities.

Our approach to teaching English requires specific staff professional development to equip them with the skills needed to deliver our research-driven approach. Specific texts and teaching materials are needed to provide quality first teaching to all pupils. Our key focus on vocabulary, oracy and cooperative learning behaviours has been shown to have long-lasting impact on pupils from disadvantaged pupils, as our approach meets the gaps in their learning and enables pupils to succeed.

Similarly, we have investing resources in to establishing Philosophy for Children (P4C) as a part of our curriculum. Research has shown that embedding P4C supports pupils to speak confidently in front of their peers, to participate in debates in an informed and respectful manner, whilst deepening pupils' knowledge, understanding and tolerance of other viewpoints, faiths and beliefs. Our disadvantaged pupils, in particular, are benefitting from this approach, as they often come from backgrounds where low priority is given to communication and language development.

Ultimately, our key principle is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, so that all pupils are ready to achieve highly in their primary and secondary education.



## Challenges

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

Challenge number	Detail of challenge
1	Close the attainment gap between disadvantaged pupils and their peers in Reading, Writing and Maths. Our ongoing assessment procedures suggest that our most disadvantage pupils are at a greater risk of not meeting age-related expectations.
2	Pupils generally have weaker oracy, language and communication skills on entry to our EYFS. This has been detrimentally impacted by the Covid-related school closures, but especially so for our more disadvantaged pupils.
3	To widen disadvantaged pupils' access to a range of different activities and experiences. Many families have had much less access to clubs and other opportunities to develop physically, emotionally and socially.
4	Less exposure to cultural activities or worldly knowledge as we served many less advantaged families. Their lack of exposure to more culturally significant experiences has been heavily affected by the Covid pandemic
5	Attendance and Persistent Absence concerns. Our data shows that overall attendance is between 2% and 5% lower for disadvantaged pupils compared to their peers. Persistent Absenteeism for our most disadvantaged pupils is also above national average.

## 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 for all disadvantaged pupils	Achieve at or above national average progress scores in KS1 and KS2 Reading
Improved Writing attainment for all disadvantaged pupils	Achieve at or above national average progress scores in KS1 and KS2 Writing
Improved Mathematics attainment for all disadvantaged pupils	Achieve at or above national average progress scores in KS1 and KS2 Maths
Improved oral communication skills for disadvantaged pupils	EYFS ongoing assessments indicate stronger oral communication skills. Feedback from P4C lessons, learning walks and pupil conferencing show improved articulation of learning among disadvantaged pupils
Disadvantaged pupils attain in line with or above national average in Phonics Screening Check (PSC)	Achievement at or above national average expected standard in PSC. Disadvantaged pupils attain in line with, or above peers.



Improve attendance for all pupils, including disadvantaged pupils from previous years	Attendance to increase to 95% and above for disadvantaged pupils. Percentage of Persistent Absence to decrease to less than 10%
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## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£52,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist to screen all children on entry, and bespoke programmes put in place to meet needs	<p>Evidence suggests that with a focus on oral language development children will have the best chance of success moving into KS1 and beyond.</p> <p>CPD on Language development / colourful semantics / QFT</p> <p>Higher than average numbers of children access SALT in Reception and Y1.</p> <p>A high proportion of our disadvantaged children will access this additional support and will either require small group support or 1:1 support from the school SaLT.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1 and 2
Investment in DfE approved Systematic Synthetic Phonics programme to secure progress in oracy, Phonics and Reading	<p>Phonics approaches have strong evidence base that indicates a positive impact on the accuracy and fluency of word reading particularly for disadvantaged pupils.</p> <p>Additional in-class support as well as specific 1:1 or small group support to ensure those disadvantaged pupils (58% of the class) and others who have developed learning gaps can be supported to close the attainment gap.</p> <p><a href="https://fft.org.uk/phonics/">https://fft.org.uk/phonics/</a></p>	1 and 2
Staff CPD e.g. Success for All, Power Maths	<p>Evidence from EEF, and in other schools who follow similar programmes, shows the progress that children make when exposed to these teaching approaches.</p> <p>SLT and Middle Leaders need release time to fully support all teachers to embed EEF and CPD principles to strengthen quality first teaching across the school.</p>	1 and 2



Maths Leads funded to attend LA Hub to further develop all teachers pedagogy	<a href="https://www.evidence4impact.org.uk/interventions/996">https://www.evidence4impact.org.uk/interventions/996</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all</a> <a href="https://www.londonsouthwestmathshub.co.uk/home/">https://www.londonsouthwestmathshub.co.uk/home/</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£24,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention support for Y6 in Reading and Maths	Utilising the expertise of additional adults to target specific pupils after formative and summative assessments so bespoke intensive sessions are provided to close gaps in learning.	1
Targeted Intervention support for Y2 in Reading and Maths	Repeated, targeted, specific interventions allows pupils to transfer knowledge from their short-term to long-term memory. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1
Targeted Intervention support for Y1 and Y2 in Phonics	Additional adult intervention to provide bespoke lessons on specific sounds, diagraphs and phonemes. Ongoing, repetitive daily support to improve fluency in in rapid decoding, blending and segmenting <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1
Booster lessons before and after school to target specific gaps in Reading, Writing, GPS and Maths for disadvantaged pupils	Tailored short, intensive and frequent booster lessons to close gaps in learning for specific areas/concepts. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1

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

Budgeted cost: **£41,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider range of after school clubs and teaching provided by a qualified Sports Coach	<p>Provides opportunities that pupils would not normally have access to (e.g. Archery lessons, Baking, Gardening) and gives pupils additional motivation and reasons to increase their attendance and engagement in school life.</p> <p>All pupils receive high-quality PE teaching which contributes well to their behaviour, attendance and well-being</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3, 4 and 5
Weekly Pastoral groups to enable pupils to embed self-regulation techniques	<p>Provides support mechanism for key pupils and families, as well as up-skilling staff to further embed effective strategies in school.</p> <p>Pupils emotional and well-being needs are being met due to this additional support. Our Zones of Regulation approach is further reinforced through the extra support given by our Pastoral Lead.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel">https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2 and 5
Educational Welfare Officer supporting key families with strategies to improve attendance	<p>Provide ongoing advice and support to SLT with further strategies, increasing overall school attendance.</p> <p>EWO supports key families to improve attendance and reduce Persistent Absenteeism.</p> <p>UK research evidence data shows a direct correlation between attainment and attendance.</p> <p><a href="https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement">https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</a></p>	5
Educational Visits and Visitors organised and subsidised for disadvantaged pupils e.g. Y6 residential	<p>To provide relevant experiences to all pupils to deepen and extend their understanding of the learned curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	3 and 4

**Total budgeted cost: £118,300**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our strategy last year was implemented, allowing for all staff to receive high-quality CPD for the delivery of English and Maths lessons. This continued for all new staff who joined as well. The impact of this, based on our internal assessment data, was a clear improvement in attainment outcomes in all year groups, compared to previous years. The improvement in staff knowledge, skills and teaching pedagogy in English and Maths has also increased, based on learning walks, lesson observations and pupil assessment data. The improvement in internal standardised testing has also been enabled through the additional 1:1 sessions, booster groups and additional adult interventions.

Surveys and discussions with parents and pupils indicate that the work done last year throughout the pandemic contributed with our community feeling safe and happy at school, and this was a result of the pastoral work, small teaching groups and high-quality teaching enabled by the previous funding.

The biggest impact from last year's strategy was in pupil attainment in Year 2 and Year 6 due to the strategies implemented. From our early baseline assessments in September to end-of-year assessments in July, good progress was made by all pupils in general in Phonics, Reading and Maths, with our most disadvantaged pupils achieving in line with their peers.

#### Y2 Attainment Progress September 2020 – July 2021

	Phonics	Reading	Maths
September 2020	30%	29%	43%
July 2021	74%↑	67%↑	70%↑

#### Y2 Pupil Premium Attainment Progress September 2020 – July 2021

	Phonics	Reading	Maths
September 2020	13%	27%	40%↑
July 2021	73%↑	67%↑	67%↑

#### Y6 Attainment Progress September 2020 – July 2021

	Reading	Maths
September 2020	25%	20%
July 2021	76%↑	81%↑

#### Y6 Pupil Premium Attainment Progress September 2020 – July 2021

	Reading	Maths
September 2020	33%	22%
July 2021	78%↑	78%↑



## 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*

<b>Programme</b>	<b>Provider</b>
Success for All	SFA UK
PowerMaths	Pearson