

Pupil premium strategy statement – Westminster Primary School

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	424
Proportion (%) of pupil premium eligible pupils	40.33% (171 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	Dec 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Maneer Samad
Pupil premium lead	Maneer Samad
Governor / Trustee lead	Edward Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,805.00
Recovery premium funding allocation this academic year	£24,795.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 21, 2024.</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>	£273,600.00

Part A: Pupil premium strategy plan

Statement of intent

Mission Statement

This school is committed to developing and maintaining excellent relationships in an open, transparent atmosphere of mutual trust. We provide a stimulating, challenging curriculum within a safe, happy environment.

Our children will gain a lifelong love of learning and a thirst for knowledge, enabling them to achieve the brightest of futures, confidently contributing as citizens of the global community.

In line with our stated mission, we ensure that our disadvantaged pupils receive a high quality of education.

Objectives

- All disadvantaged pupils to make strong academic progress in reading, writing and mathematics in order to close attainment gaps compared with non-disadvantaged pupils
- All pupils to benefit from high quality teaching which enables them to gain and apply their knowledge
- All pupils to be able to apply secure knowledge of phonics, so that they read fluently
- All pupils to read fluently and with comprehension in order to ensure access to all areas of the curriculum
- To remove barriers to learning caused by poverty, low family income and individual circumstances and background
- To enable pupils to become confident and resilient, enabling them to fully benefit from opportunities across the curriculum
- To remove barriers to learning by maintaining strong relationships with parents in order to secure high rates of punctuality and attendance

Key principles

- All pupils will have access to our ambitious curriculum
- Expectations for all pupils will be consistently high
- All pupils will benefit from the school's prioritisation of reading
- Staff will receive high quality continuing professional development, in order to ensure that all pupils benefit from consistent quality first teaching

- All pupils will benefit from ongoing, accurate assessment, so that teaching is adapted to their needs
- Staff will identify when pupils require additional support, establishing and delivering appropriate interventions when required
- Pupils who have additional social, emotional and mental health needs, will receive appropriate provision to meet their needs
- All pupils will acquire the knowledge and cultural capital that they need to succeed in life

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have less developed vocabulary, numeracy and literacy skills on entry to school
2	Disadvantaged pupils are more likely to have gaps in their learning and require more support to retain and recall knowledge
3	Disadvantaged pupils and their families require support to secure good attendance
4	Disadvantaged pupils require support to gain cultural capital through wider curriculum opportunities such as visits, participation in the arts, sport and music
5	Disadvantaged pupils often have additional social, emotional and behaviour needs that need to be met, in order to secure readiness for learning
6	Disadvantaged pupils require support to build high expectations for themselves and to have strong aspirations for the future

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
<i>Pupils' vocabulary is expanded and their numeracy and literacy skills improve as a result of access to the curriculum</i>	Pupils' improved vocabulary, numeracy and literacy skills are evidenced by progress through the curriculum, resulting in increased attainment with

	respect to age related expectations/their starting points
Pupils' gaps in learning are reduced, enabling them to make strong progress from their starting points	Assessments show that reduction of gaps in learning have led to increased attainment, as evidenced by ongoing assessment
Attendance rates are improved	Attendance records show that pupils' attendance has increased
Pupils access a range of activities during the school day and beyond, which support the gaining of cultural capital through first-hand experiences	Records show that disadvantaged pupils have accessed a range of wider curriculum opportunities
Pupils benefit from additional support for social, emotional and behaviour needs	Disadvantaged pupils have taken part in and benefited from specific additional support for social, emotional and mental health needs, as evidenced by improved engagement and attainment.

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: £46712.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT coaching for teaching staff	EEF +6 months Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1,2
Initiatives to develop a love of reading	(DfE 2012) Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Reading enjoyment has been reported as more important for	1,2

	<p>children's educational success than their family's socio-economic status (OECD towards reading, 2002)</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007)</p>	
School Improvement Leader	EEF: Ensuring that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for the Pupil Premium spending.	1,2
Additional teacher for targeting in reading, writing and maths	EEF + 2 months Reducing class size has a small positive impact of + 2 month, on average.	1, 2

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

Budgeted cost: £123038.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions	EEF +4 Months Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1,2
DHT teaching time	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1,2

EY additional interventions	EEF +4 months Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	1,2
Speech and Language input (Soundswell)	EEF +6 months On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.	1,2,5
WellComm language and communication programme to support development of language skills in EY.	EEF +6 months It is important that spike language activities are matched to learners' current stage of development so that it extends their learning and connects with the curriculum.	1,2,5

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

Budgeted cost: £112,295.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral mentor interventions and activities	EEF +2 months The impact of mentoring varies. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	3,5,6
Parent Support Advisor provision	DFE published research 2016 states that pupils with no absence are 1.3 times more likely to achieve ARE or above and 3.1 times more likely to achieve at greater depth. There is a clear link between poor attendance and lower academic achievement.	3,6

<p>Extra-curricular opportunities</p>	<p>Physical activity EEF +1 month There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Arts participation EEE +3 months Arts participation approaches can have positive impact on academic outcomes in other areas of the curriculum.</p>	<p>4,6</p>
<p>Subsidy for school uniform</p>	<p>EEF Wearing school uniform can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p>	<p>6</p>
<p>Adapting teaching with additional teaching assistants</p>	<p>EEF Individual instruction + 4 months Individualised instruction can be an effective approach to increasing pupil attainment.</p>	<p>1,2,5</p>

Total budgeted cost: £ 282,045

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following tables show average scaled scores, disadvantaged gaps and average progress scores.

KS2			
<u>Average scaled scores for Disadvantaged</u>			
	READING	WRITING	MATHS
WPS Disadvantaged	102	98	101
WPS Not Disadvantaged	103	98	104
WPS all	102	98	103
National Disadvantaged	102	-	101

It can be seen that by the end of key stage 2, the average scaled scores achieved by disadvantaged pupils at Westminster for reading and mathematics were lower than those achieved by non-disadvantaged pupils, but they were equal to the scores achieved by disadvantaged pupils nationally. The gap between disadvantaged pupils and non-disadvantaged pupils at Westminster in reading was 1. This contrasts with a gap of 3.2 for the previous year.

The gap between disadvantaged pupils and non-disadvantaged pupils at Westminster in mathematics was 3. This contrasts with a gap of 3.9 for the previous year.

Therefore gaps between disadvantaged and non-disadvantaged in reading and mathematics have been significantly closed since the last academic year.

The average score for writing was equal for disadvantaged and non-disadvantaged pupils at Westminster. Therefore, there was no gap between the attainment of disadvantaged pupils and non-disadvantaged pupils.

KS2		
<u>Disadvantaged Gap</u>		
	READING	MATHS
WPS Disadvantaged Gap	1	3
National Disadvantaged Gap	4	4

The gaps between disadvantaged and non-disadvantaged in reading and mathematics is significantly less than the national gap.

KS2			
Average progress score for Disadvantaged			
	READING	WRITING	MATHS
WPS Disadvantaged (28)	-1.0	-0.7	-0.9
WPS All	-1.2	-0.5	0.1
National Disadvantaged	-0.85	-0.69	-1.04

In terms of progress, progress for disadvantaged pupils at Westminster in reading is marginally above that of all pupils at Westminster, progress for disadvantaged pupils in writing is marginally below that of all pupils at Westminster, progress for disadvantaged pupils at Westminster in mathematics is 1.0 below that of all pupils.

Progress of disadvantaged pupils at Westminster in reading is marginally below that of disadvantaged pupils nationally, progress of disadvantaged pupils in writing is in-line with disadvantaged pupils nationally. Progress of disadvantaged pupils at Westminster in mathematics is stronger than that of disadvantaged pupils nationally.

KS2			
Attainment for Disadvantaged			
	READING	WRITING	MATHS
WPS Disadvantaged EXS+	64%	57%	60%
National Disadvantaged EXS+	60%	58%	59%

At key stage 2, when comparing the attainment of disadvantaged pupils at Westminster with disadvantaged pupils nationally, it can be seen that attainment in reading and mathematics is higher at Westminster by 4% and 1% for reading and mathematics respectively. The attainment of disadvantaged pupils at Westminster in writing is 1% below that of disadvantaged pupils nationally.

KS1			
Attainment for Disadvantaged			
	READING	WRITING	MATHS
WPS Disadvantaged EXS+	72%	60%	80%
National Disadvantaged EXS+	54%	44%	56%
National EXS	68%	60%	70%

At the end of KS1, disadvantaged pupils at Westminster outperformed disadvantaged pupils nationally by 18% in reading, 16% in writing and 24% in mathematics.

Disadvantaged pupils at Westminster exceeded the overall national average in reading by 4% and in mathematics by 10%. The attainment of disadvantaged pupils at Westminster was equal to that of the overall national average.

Year 1 Phonics	
Attainment for Disadvantaged	
	Phonics
WPS Disadvantaged EXS	89%
National Disadvantaged EXS	67%
National EXS	79%

The attainment of disadvantaged pupils at Westminster in the Year 1 phonics check exceeded that of disadvantaged pupils nationally by 22% and that of all pupils nationally by 10%.

Attendance rates:

Attendance for the 2022/23 academic year was 92.44%, although this includes pupils in their first term of school who were below the age for statutory schooling. Like the national average (92.7%) this is below that of pre-pandemic norms. Persistent absence was 20.6%, reflecting the national increase in persistent absence (21.2%). The school is continuing to implement a rigorous attendance framework to improve attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Not Applicable	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not Applicable
The impact of that spending on service pupil premium eligible pupils