

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Western Road Community Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	6.79%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Irèna Wooler
Governor / Trustee lead	Tom Jeffery

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£15,795</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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# Part A: Pupil premium strategy plan

## Statement of intent

- At Western Road Community Primary School, we have high aspirations and expectations for all learners. We believe that all pupils should be able to reach their full potential and be well-equipped for the next stages in their learning.
- We believe that all pupils can develop the necessary knowledge and understanding in order to succeed and be part of our wider community.
- We believe that all pupils, particularly those who are disadvantaged, should have access to high quality, enriching learning experiences throughout their primary years as part of our broad and balanced curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, mental and physical health
2	Gaps in reading, writing, maths and phonics
3	Attendance and punctuality
4	Access to wider opportunities

## 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
Reading, writing and maths	Achieve outcomes in-line with, or above, national average (for children entitled to PPG) by end of Key Stage 2.
Phonics	Achieve at least 85% in Year 1 pass with Phonics Screening Check.
Attendance	Attend school at least 95% of the time.
Access wider opportunities	Attend wider opportunities eg some after school clubs and all enrichment opportunities.

## 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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics development through training and implementation of SoundsWrite	<p>Approach to teaching phonics across EYFS/Key Stage 1 (and going into lower Key Stage 2) is inconsistent.</p> <p>Ofsted key area for development.</p> <p>Spelling key issue in Key Stage 2, indicates phonics teaching and learning not fully established in EYFS/Key Stage 1.</p>	2
Writing development through further training and implementation of Talk for Writing	<p>Approach to teaching writing across the school is inconsistent (triangulation).</p> <p>Standards of writing across the curriculum are inconsistent.</p> <p>Writing results not in-line with reading results at Key Stage 2.</p>	2
Maths development through Maths Hubs training.	Approach to teaching maths across the school is not yet consistent.	2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions in reading, writing and maths across the	Pupils' attainment shows gaps in learning that need to be identified and effectively targeted.	1, 2

school with PPG lead teacher.	Pupil voice shows pupils value this dedicated time with PPG lead teacher, leading to improvement in social and emotional wellbeing.	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 3795

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance monitoring from office staff and follow-up by Headteacher and/or Family Support Worker	Children with poor attendance and/or punctuality do not perform as well as children with good attendance.	3
Subsidised visits	Children entitled to PPG may not be able to attend school trips which would disadvantage their access to a broad and balanced curriculum.	4
Art and play therapists	Children with additional needs associated with social, emotional and mental wellbeing need additional support to ensure they can access the curriculum and have positive experiences in school life.	1

**Total budgeted cost: £ 15,795**

## 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.

Whole school use of 'Ready to Progress' documents as part of assessment process Term 6 2021 to inform planning.

A number of pupils entitled to PPG benefitted from support for mental health and wellbeing through play therapy, Fegans counselling and nurture groups. Feedback from all groups show these activities had a beneficial impact on pupil self-confidence and ability to focus in class, as well as further develop relationships with peers.

All pupils entitled to PPG participated in enrichment activities available for their year groups, including the Year 6 pupils attending the residential.

69% pupils entitled to PPG were below ARE in reading with 84% below in writing and maths. 69% pupils entitled to PPG made expected progress in reading with 46% in writing and 38% in maths.

### 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
SoundsWrite	

### Service pupil premium funding (optional)

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

*Not applicable*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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## Further information (optional)

*We focus upon quality first teaching for all pupils with a wide range of enrichment opportunities to help 'sticky learning'. Research and evidence-based practice indicates this is an effective approach for all pupils but in particular, those who are disadvantaged (EEF).*