

Pupil premium strategy statement Westmorland Primary School 2024

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	460 – 420 without Nursery
Proportion (%) of pupil premium eligible pupils	286/420 = 68%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Keith Thompson
Pupil premium lead	Karla George
Governor / Trustee lead	Wendy Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£394,640

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£394,640

Part A: Pupil premium strategy plan

Statement of intent

Westmorland Primary School is at the heart of its community, and all children live in one of the highest socially and economically deprived areas of the country. We strive to ensure high standards and accelerated progress for all children, and as such our Pupil Premium reflects this. All children have access to a wide and strong universal offer, which is recognised as one of the best in the borough. This is enhanced through using pupil premium monies to gain better qualifications, more staff, and more specialist staff to work with our cohort of children.

Challenges

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

Challenge number	Detail of challenge
1	SALT referrals may not have been made in a timely manner therefore EYFS children miss their core offer. With a cohort of children coming straight into Reception, their pre-school offer will have ceased and therefore children with lower baselines will only get the additional help from school. This may be a challenge given the number of children coming in to our Reception class (10) and into our nursery (18).
2	Attendance has been the highest pastoral factor that has hindered children's attainment and progress. The identified challenge is working in partnership with other services to consolidate school decisions and highlight educational neglect in meetings. This needs to be a consistent message.
3	Emotional health and wellbeing can differ daily for our community, after events have happened and past traumas, new actions, changes in circumstances. The approach to developing mental health and wellbeing needs to be consistent and on offer daily for all stakeholders. Engagement in this is key – and is the challenge.

4	Challenge is engagement from professionals in a timely manner -due to their workloads and cases they hold.
5	The cohort of children is changing at a rapid rate, which means the offer of recovery reading may need to differ to help children develop.

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
To develop the teaching of Speech and Language therapy in lessons and discretely through individual therapy plans and 1:1 work with a qualified therapist, SALT Teaching Assistants and school staff	- Progress from baseline assessments through intervention groups and 1:1 sessions - Referrals in a timely manner for all children who need this - SALT SMART targets on SEN support plans and parents to have copies of these to complete work at home - NELI trained staff to deliver interventions
To develop personal development within all staff, children and families through employing a pastoral team of 4 staff, all out of class, full time workers	- Any children's worries are discussed and children are seen by a member of the pastoral team that morning. Then from this, referrals completed, services liaised with and actions completed if necessary - Training for ELSA, talking mats and talking and drawing for pastoral team will ensure that children can be offered these services timely
To develop emotional health and wellbeing through employing an adult counsellor for the school community	Counselling waiting lists shortened through the use of buying our own on site counsellor
To improve the access of children seeing the Educational Psychologists, Occupational Therapists and other services by buying them in at an enhanced service level agreement, to ensure that children do not need to wait on an NHS pathway if possible	- Pathways are shortened due to in house services - A higher SALT offer for children with a larger buy back offer will ensure that more children can be seen by SALT in a shorter time frame than the pathway for clinic

To develop reading throughout the school by employing 2 highly qualified and experienced teachers to deliver Recovery Reading sessions to identified children, one reading specialist TA, and HLTA's across school to develop reading interventions	• Reading levels for the specified/identified children increase due to the intervention they receive • The whole cohort have a higher reading level

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £394,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the teaching of Speech and Language therapy in lessons and discretely through individual therapy plans and 1:1 work with a qualified therapist, SALT Teaching Assistants and school staff	Previous results of this approach working	1
To develop personal development within all staff, children and families through employing a pastoral team of 4 staff, all out of class, full time workers	Previous results of this approach working	2

To develop emotional health and wellbeing through employing an adult counsellor for the school community	Previous results of this approach working	3
To improve the access of children seeing the Educational Psychologists, Occupational Therapists and other services by buying them in at an enhanced service level agreement, to ensure that children do not need to wait on an NHS pathway if possible	Previous results of this approach working	4
To develop reading throughout the school by employing 2 highly qualified and experienced teachers to deliver Recovery Reading sessions to identified children, one reading specialist TA, and HLTA's across school to develop reading interventions	Previous results of this approach working	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Action	Cost	Impact
To develop the teaching of Speech and Language therapy in lessons and discretely through individual therapy plans and 1:1 work with a qualified therapist, SALT Teaching Assistants and school staff	£137,498	School employ a SALT therapist for 0.6, and 1 full time SALT assistant through the buy back NHS. In school, we employ 5 HLTA's who deliver SALT targets to children throughout each afternoon, alongside 2 TA's working at level 4. Between April 2023 and April 2024, the SALT staff screened all the Reception and Nursery children on entry. Out of 59 reception children who were assessed for NELI - 35 were working at age related expectations (59%). 24/59 children (41%) were working below age related expectations, with 14 children (24%) of these significantly below requiring therapy daily. Interventions have been allocated depending on level of need - some with the higher-level teaching assistant and some with the Speech and language therapist. The Speech and Language Therapist has written 60 Individual Therapy Plans (ITP's) for staff to develop children through specific targets since April. Currently there are 29 children with ITP's, showing that 31 children have achieved targets and have had to have no new ones set. <u>On entry:</u> <u>Nursery:</u>

		10 children 1 section below 6 children 2 sections below 3 children 3 sections below 4 child 4 sections below 1 child 5 sections below
To improve the access of children seeing the Educational Psychologists, Occupational Therapists and other services by buying them in at an enhanced service level agreement, to ensure that children do not need to wait on an NHS pathway if possible.	£15397	<u>Educational Psychologists:</u> The Educational Psychologists has seen and reviewed 7 children The impact of this is evidenced through referrals and personalized packages of provision for children whose needs have been identified and explicitly named. As a result, all these children have other agencies involved where necessary. <u>Occupational Therapist:</u> The buy-back service for the Occupational Therapist means we receive 2 hours of support every fortnight. We have had face-to-face observations and assessments for 30 children. Again, these reports have helped to gain the correct support for all the children. All children who need extra occupational therapy targets have got them, and the Teaching Assistants are working on them in the afternoons and in target time. <u>Inclusion Service:</u>

		As a result of the buy-back service, we have Inclusion Service involvement for one afternoon every fortnight. Since April, she has supported 19 children and their families through observations in class. She has spoken to parents, offered strategies to use in class and at home, and has written reports for evidence for children with EHCP's. Our inclusion teacher has delivered valuable professional development through INSET training on adaptive teaching to all teachers, and has provided planning support for all year groups, impacting upon every child as the support was targeted for all children to ensure their needs are met in each lesson. <u>Ethnic Diversity Service:</u> Through the buyback service, we have identified and worked with families. The impact of this service has enabled us to ensure families apply for Nursery, Reception and their high school places, children have been able to access their curriculum using bi-lingual resources and support, and children have been assessed in their home language. We have had 0 children who have required a BA support this year. The focus for our new children this year has been having a completed first language assessment, and this has been implemented for 3 children. As a result, these children have the correct SALT targets as staff have been able to identify an EAL need of SALT need. <u>Learning mentor:</u> The learning mentor has completed different interventions with children where necessary, including emotional literacy work, drawing and talking and talking mats. The learning mentor has been trained and
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		is qualified in delivering these interventions and has worked with on average, 49 children a week , to develop their emotional health.
To pay for sports provision at lunchtime and after school. This means staff can target specific OT and social skill needs, and develop fine and gross motor skills throughout each year group. Resources for this	£28500	School employ qualified sports coaches to work with children in school both at lunchtime and after school. All clubs are offered free of charge and are subsidised by the school. A club is offered every night for 32 children. Every club is full and has a waiting list. ➤ Football Clubs for Key Stage 1 & 2 ➤ Active Sports Clubs which includes playing basketball, Hockey, Handball, Dodgeball, Rounders, Tennis, Netball and others ➤ Indoor Sports Clubs which includes playing Table Tennis, Dodgeball, Bench ball, Puck Ice Hockey Style, Volleyball & Badminton ➤ Summer Sports which includes playing Rounders, Softball, Athletics, Cricket & Tennis ➤ Fun & Creative Dance Clubs working on routines and performances School employ 2 staff to run these clubs each night. 32 children per day, 5 days a week = 160 children a week. Over the course of the year, April to April, we have offered 6240 places for sports. These are always taken up. School employ 3 staff to run sports clubs during the lunchtime across EYFS, KS1 and KS2. The sports are offered to all children and after surveying the children joining in, over 60% of children complete some structured sports each lunchtime.

		Children have been able to develop their Occupational Therapist targets through completing these activities too.
To develop reading throughout the school by employing 2 highly qualified and experienced teachers to deliver Reading Recovery sessions to identified children, one reading specialist TA, and HLTA's across school to develop reading interventions	£121,315	2 teachers work 0.5 each, and the children selected are taught for 30-minute sessions throughout the week. In January, this model changed, away from the Reading Recovery model. Phonics boost - 28 children had extra sessions. All children have progressed through 1 or 2 book band levels. They now have secure concepts about print, have increased phonics proficiency in applying sounds to words, have increased understanding of the text and greater fluency within the book band they are reading. 50% of the children have speech and language and are working on these targets within sessions. Reading Recovery: 14 children taught 8 programmes completes Average reading age on entry - 5 years 9 months Average reading age on exit - 7 years 2 months Extra Reading Support 16 children taught. All children have increased fluency, confidence, ability to access texts with greater knowledge, understanding and skills. The children were 2-3 years below the age related expectations, and this gap has been closed to 1-2 years below.

To subsidise breakfast club to ensure all children can have access to a hot breakfast before school and are ready to learn	£3544	Breakfast club is offered to all children in the school each day. It is open from 7.45am to 9.00am. The cost of this is £2.00 per session. All children are offered a selection of hot and cold food such as toast, crumpets, teacakes, pancakes, a variety of different cereals, croissants, sausages and eggs. The average number of children who attend the session each day is upto 40. The wrap around care provided by school ensures that all children can have a hot, nutritious breakfast before they ensure their class, to ensure that they are ready to learn.
To subsidise snack in EYFS to ensure all children can have access to food throughout the school day and are ready to learn	£1552	There are currently 59 children in the Reception classes, and 49 children in the nursery classes. We ask for £1.00 a week contribution to buying snack, but this is voluntary. To feed 108 children a week for snack time, school subsidise any money received from parents to buy bread, crumpets, pancakes, crackers, cheese, breadsticks, hummus, cereals and a variety of different fruits. This has ensured that all children can have a nutritious snack to ensure that they are ready to learn each day. This also serves to feed children breakfast if they have not had any when they arrive in school, to ensure they are ready to learn.
To subsidise first hand experiences for all children for visits and trips	£9465.26	All classes are committed to giving children experiences out of school, or invite visitors in to school to deliver an experience to the children. School subsidised a whole school trip to Chester Zoo, in November 2023. All children who were in school on those days were taken to the zoo, without paying for the trip or the coach.

		All year groups have had visitors in or have been on experiences out of school: <u>Nursery:</u> Visit from the bug man, Freddie Fit workshop, visit from the police, Mini movers at life leisure sessions <u>Reception:</u> Visit from the Mini Professors workshop, Freddie Fit sessions, a chef cooking workshop <u>Year 1:</u> Animal magic visit, Guy Fawkes workshop, Whitworth art gallery visit <u>Year 1 / 2:</u> Animal magic, Edgeley Park and the Hat museum, Lucy Burgess visit, Neil Armstrong Workshop <u>Year 2:</u> Animal magic visit, Chester Zoo trip, Visit to the Etihad stadium <u>Year 3:</u> Manchester Art Gallery, Stone Age workshop <u>Year 4:</u> Trip to Chester for the Romans, 'Mad Scientist' visit, Manchester Museum <u>Year 5:</u> Tatton Park, Nature Reserve in Preston, Weaver Hall <u>Year 6:</u> Imperial War Museum, Portland Basin visit
To develop personal development within all staff, children and families through employing a pastoral team of 3 staff, all out of class, full time workers	£106,047	School employ a full time Pastoral and Safeguarding manager, one full time learning mentor and safeguarding officer, and one full time learning mentor. These are all full time and out of class, and their job is to work with parents and families to ensure that all the support that is needed is accessed. School have held TAC meetings, Pre TAC meetings, Child protection meetings, Child in Care meetings, attendance meetings - all in order to ensure that families have the correct support.

		Staff have worked with outside agencies including SALT, health visitors, Early Years workers, Startwell workers, Family Help workers, Paediatricians, dieticians, police, education welfare officers, social workers, Ethnic Diversity Service, Stockport Homes, SERCO, Youth Offending Service and other such professionals to ensure the best outcomes for families and children. The safeguarding team have made referrals to food banks, to the bed scheme to get families free beds, white goods and have liaised with the housing teams to support families.
To improve attendance through employing an attendance officer for 0.5	£31,875	School have employed a full time attendance/parental engagement officer. This is 0.5 more than we had originally planned for. The parental engagement officer has worked tirelessly to set up workshops for parents to develop understanding: Healthy Eating workshops Reading workshops Phonic workshops Meetings with the NHS doctors/SALT/health From September 2023, attendance Pre-tacs have been held every few weeks and parents have had the opportunity to speak to any professionals they have needed in order to raise attendance. The parental engagement officer and the safeguarding mentor have completed numerous home visits per day to ensure that children improve their attendance.

		The Persistent Absence at the end of July 2023 was 22.5% . At the end of the Spring Term 2024, the persistent absence was 10% . This shows the impact of the meetings and the work that has been completed.
To enhance learning for all children with SEN plans through the creation of a 'nurture provision' with 3 full time staff	£95,367	School employ one teacher, and 2 Teaching Assistant Level 4's to work within our 'Target' class. The children have been identified and the group is fluid, due to progress being made by the children. In September, the class had 14 children in it ranging from Years 1-3. From Spring 1 term, 13 children are currently accessing the Target room provision for English, phonics and maths, with 48 accessing interventions in the afternoon.
To develop emotional health and wellbeing through employing an adult counsellor for the school community		School employ a counsellor who works in school one day a week. This ensures that staff and parents can have access to a counsellor within one week. School can and do refer staff to the BEACON counselling, but this wait time is longer. These sessions have helped many parents and adults this year, with a total of over 40 adults having access.

Externally provided programmes

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

Programme	Provider
Lunch and after school clubs	ESC sports