

Westmorland Primary School
Pupil Premium Funding 2022-2023



Overview	Total number of pupils on roll 497	The school's Pupil Premium Funding in 2022 - 2023 is £363,855. It is allocated on a financial year basis not school year.
	Number of pupils benefitting from the Pupil Premium grant 259	All statutory reports reflect this sum. This funding provides additional support to pupils entitled to/or have been entitled to Free School Meals in the last 6 years, or pupils who are Looked After by the Local Authority, so that their attainment can be maximised. In making provision for pupil premium children, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered for, or qualify for free school meals. Therefore, we reserve the right to allocate the pupil premium funding to support any pupil the school has legitimately identified by the school as being socially disadvantaged.
Total amount allocated to the school for the above period	£363,855	
Explain how the previous year's allocation was spent?	1. 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 2 To improve the access of children seeing the Educational Psychologists, Occupational Therapist, Learning Support Service, Behaviour Support Service, 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. 3. To develop the emotional wellbeing of our community of children and adults through an emotional wellbeing officer 1 day a week, 4. To provide extra support to those children in years 1 and 2 by employing an extra teacher, a literacy specialist for Phonics in years 1 and 2 (0.2) a week.	

	5. 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 6. To develop reading throughout the school by employing 2 highly qualified and experienced teachers to deliver Reading Recovery sessions to identified children 7. To buy food vouchers for families in need and affected by COVID-19, or any other reason due to the cohort of families living in one of the highest areas of deprivation 8. To increase the hours of the SENCO to co-ordinate external agencies in light of the pandemic and develop our children's provision further 9. To employ an attendance officer 1 day a week (0.2) attendance officer to raise attendance across all year groups and groups of children 10. To subsidise and pay for extracurricular opportunities for children to fit with our curriculum intent of MORE, too enhance their learning 11. Employ a teacher from September for 1 day a week to focus teaching on a KS1 cohort who have gaps in their learning due to COVID-19 and the lack of early intervention they have received from outside agencies
How will the money be spent this academic year?	1. 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 2. To improve the access of children seeing the Educational Psychologists, Occupational Therapist, Learning Support Service, Behaviour Support Service, 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. 3. To provide extra support to those children in years 1 and 2 by employing an extra teacher (0.2) for support in maths and phonics. A literacy specialist for Phonics in years 1 and 2 (0.2) a week. 4. 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 5. To develop reading throughout the school by employing 2 highly qualified and experienced teachers to deliver Reading Recovery sessions to identified children 6. To buy food vouchers for families in need and affected by COVID-19, or any other reason due to the cohort of families living in one of the highest areas of deprivation

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	£116,661	School have employed a SALT therapist for 0.6, and 1 full time SALT SEN Higher Level Teaching Assistant, 1 HLTA with SALT experience to raise standards across the school. Between April 2022 and April 2023, school recognised the need for all EYFS children to be screened for SALT and the therapist school employs screened all nursery children on Wellcomm and all reception children on NELI (Nuffield, Early Language Intervention) and Wellcomm. Out of 70 reception children who were assessed for NELI - 45 were working at age related expectations (64%). 25/70 children (36%) were working below age related expectations, with 16% 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 78 Individual Therapy Plans (ITP's) for staff to develop children through specific targets since April. Currently there are 46 children with ITP's, showing that 32 children have achieved targets and have had to have no new ones set. This is 41% of the cohort who have developed to the age related expectation within the year due to the interventions they have received. On entry: Nursery: 9 children 1 section below

		12 children 2 sections below 6 children 3 sections below 1 child 4 sections below 1 child 6 sections below On Entry Wellcomm for Reception 35 children 1 section below 7 children 2 sections below 5 children 3 sections below 3 children 4 sections below 1 child 5 sections below
To improve the access of children seeing the Educational Psychologists, Occupational Therapist, Behaviour Support Service, 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. Emotional wellbeing support is offered to children, families and staff	£90,000	<u>Educational Psychologists:</u> The Educational Psychologists has seen and reviewed 17 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 17 children. Again, these reports have helped to gain the correct support for all the children. <u>Behaviour Support Service:</u> As a result of the buy-back service, we have Behaviour support service involvement for one afternoon every fortnight.

		Since April, she has supported 31 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. <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 6 BA supporters dated back from last April' 22 to current date. EDS support - Julie Ann has supported in class for 5 children. <u>Adult mental health counsellor:</u> All parents and staff have access to a mental health counsellor throughout on site at school. These sessions have helped many parents and adults this year, with a total of over 40 adults having access. <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 is qualified in delivering these interventions and has worked with over 30 children to develop their emotional health.
To provide extra support to those children in years 1 and 2 by employing an extra teacher (0.2) for support in maths and phonics. A literacy specialist for Phonics in years 1 and 2	£47,657	One day a week, school have identified children who need 'boosting for phonics' to enable them to access the phonics screening test, and boost children's early reading knowledge for fluency, automaticity and prosody.

(0.2) a week.		September 2022: assessed and began phonic intervention with 32 Y2 children who did not pass the screen in Year 1. This number changed throughout the year as some children left, and 4 were absent for the screen in Year 1. October 2022: All Year 1 children were assessed using the baseline rocket phonics scheme. All 65 children were given boosters from October according to their gaps in their learning. November 2022: All children were re-assessed, and targeted support was rearranged for 25 children in Year 1. 11 Year 2 children were re-assessed and given further weekly support. December 2022: assessed and began phonic intervention with all 75 Y1 children. The assessment showed a much higher percentage than usual of children with very low phonic levels (compared to previous cohorts). 13 children were assessed at being an appropriate level to pass the phonic screening threshold mark. 25 Y1 children did not meet the threshold mark, so targeted phonic intervention continued in ability groups with these children plus the 11 Y2 children who did not meet the threshold mark. Groups were released as they developed skills to achieve the threshold mark. (4 Y1 children left school) Predicted Grades June 2023 statutory phonics screening check: current Y1 cohort of 65 children - predicted 50 children to pass (78%) and 15 children are not yet at threshold mark level-though they have made huge progress in their phonics acquisition. Year 2 resits - 25/32 - 78% should pass.
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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	£32,000	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, 70 - 75% children complete some structured sports each lunchtime.
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		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	£66,991	2 teachers work 0.5 each, and the children selected are taught for 30-minute sessions throughout the week. Of the 20 children selected, there are 10 boys and 10 girls, of which 2 children are EAL. <u>Impact:</u> Number of children taught: 20 Number of programmes completed: 13 Number of ongoing programmes: 7 Number of uncompleted programmes: 0 Average gain in reading: +17 months Average gain in book band levels: 17 book band levels
To buy food vouchers for families in need and affected by COVID-19, or any other reason due to the cohort of families living in one of the highest areas of deprivation	£15,500	School have been able to give our food bank vouchers to any families in need by working with Chelwood foodbank. We have also bought supermarket vouchers, which have helped families in need throughout the year. Every Monday we invest in food from EMERGE, and every Tuesday and Wednesday, School invest in food and drink from 'FARESHARE' and 'FRESH' and we put free food on the wall and make up fresh/frozen hampers to give out. All families can access the food wall - we have 510 children on roll and every child can access this free food twice a week.

		We have given out on average 12 hampers a week - 468 on average for the year to different families April to April, and we have made hampers to order for families as and when needed. Hampers always depend on the stock that is delivered.
Total	£368,809	