

# Pupil premium strategy statement – Westwood with Iford Primary School

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	Westwood with Iford Primary School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	8.9% Ever 6 2.98% current
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tracey Dunn Interim Headteacher
Pupil premium lead	Tracey Dunn Interim Headteacher
Governor / Trustee lead	Helen Lewis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	8100
Recovery premium funding allocation this academic year	6468
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	3045
<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	<b>17,613</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have an ESA, Young Carers or are emotionally vulnerable due to bereavement, parental mental health or trauma. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use emotion coaching to address barriers created by mental health

## Challenges

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

Challenge number	Detail of challenge
1	Ofsted July 2021 identified that the curriculum does not meet learners needs. This has resulted in learners not being able to acquire a deep understanding of key concepts.
2	Ofsted July 2021 identified that provision for SEND was weak and learners needs are not appropriately through their individual plans.
3	Ofsted July 2021 identified that pupils who need to catch up with reading are not given sufficient time to practice their skills and catch up
4	Ofsted July 2021 identified that staff have not been able to access the training they need to develop their pedagogy and apply this to promote learning.
5	<p>Our assessments (including from external agencies), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for well being support have markedly increased during the pandemic.</p>

## 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
The curriculum enables all children include those who are disadvantaged pupils to make connections and develop deep learning.	Assessments and observations indicate significantly improved knowledge of the concepts taught among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Improved SEND provision leading to better engagement and progress meaning that disadvantaged pupils with SEND are identified early.</p>	<p>SEND children make good progress from their starting points by having effective plans in place that are reviewed regularly which enable them to succeed</p> <p>Disadvantaged children with SEND are in receipt of appropriate provision following identification of their need.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that more 50% of disadvantaged pupils met the expected standard.</p>
<p>Staff have current knowledge of disadvantage and QFT in order to deliver learning that improves attainment</p>	<p>Staff, regardless of position in school, have appropriate CPD to develop their knowledge and pedagogy enabling learners to make good progress</p> <p>Learning spaces meet the needs of the cohort and all pupils have their needs met in fit for purpose teaching and learning environments.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £1,061 (plus funds from delegated budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Provision of a strong CPD programme for all staff that enables them to meet all pupil's needs.</p>	<p>High quality teaching is essential in order to improve learners outcome and is able to narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	1,2,3,4,5
<p>Development of a curriculum that enables all learners, particularly disadvantaged learners, to acquire and develop deep knowledge of key concepts.</p>		1,4
<p>Purchase of accredited synthetic phonic scheme – Little Wandle</p> <p>We will ensure that all staff are trained in the phonic programme</p> <p>Purchase of reading books to support the delivery of Little Wandle</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Alongside phonics, teaching reading comprehension strategies are a crucial component of early reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	2

	<a href="#">learning-toolkit/reading-comprehension-strategies</a>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: £11,552 + (plus funds from delegated budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff alongside release time &amp; intervention time to improve quality first teaching pedagogy so that disadvantaged pupils access appropriate curriculum and identification of difficulty.</p>	<p>High quality teaching is essential in order to improve learners outcome and is able to narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	1, 2, 4
<p>Teaching assistants supporting learning in the classroom</p>	<p>Teaching assistants work 1:1 and in small groups within lessons to provide targeted support for pupils and with the class to allow the teacher to work 1:1 and in small groups with children.</p> <p><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></p>	1,2,3,4
<p>Additional phonics and reading sessions targeted at disadvantaged pupils</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	2

<p>who require further phonics support. This will be supported from Palladian Academy Trust.</p>	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>SEND training and coaching for teacher/TA to enable early identification and development of teaching programmes for PPG MSP EHCP learners.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  Training for teachers and TAs:  <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://maximisingtas.co.uk/courses/mita-direct.php">https://maximisingtas.co.uk/courses/mita-direct.php</a></p>	<p>1,2,3,4,5,6</p>
<p>Engaging with the School led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Additional intervention sessions targeted at disadvantaged pupils who require further support in reading</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring that all pupils, particularly those impacted by the pandemic are supported in their mental health and are ready to learn.</p> <p>Art in Health</p> <p>Behaviour interventions &amp; therapeutic behaviour policy</p> <p>Mentoring</p> <p>Thrive</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.thriveapproach.com/about-thrive/the-thrive-approach/">https://www.thriveapproach.com/about-thrive/the-thrive-approach/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5
<p>Remission of fees for residential trips enabling all pupil to participate and experience the same things as their peers in school.</p>	<p>Ensuring that all disadvantaged pupils have the same cultural capital and experiences as their peers in school.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £17,613**

## 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.

Phonics and maths programmes introduced across the school. Impact of change limited by school lockdown and change of class structure within the school. These areas focused on in Ofsted Recovery plan.

The impact of Covid-19 and the restructuring of the school plus staff challenges disrupted learning in all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution maintain learning including during periods of partial closure, which was aided by use of online resources and remote teaching.

See [http://www.westwoodwithiford.org/uploads/1/9/1/8/19181429/pupil\\_premium\\_strategy\\_2020-21\\_reviewed.pdf](http://www.westwoodwithiford.org/uploads/1/9/1/8/19181429/pupil_premium_strategy_2020-21_reviewed.pdf) for further detail.

### Service pupil premium funding (optional)

Measure	Details
Not applicable – no children	

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we have started from our Ofsted inspection in July 2021. We have a lack of reliable data available during this academic year and so have used Ofsted findings to plan this strategy. It will be evaluated over the year and reviewed to ensure that the strategy is being effective in closing the disadvantage gap.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We talked with local schools about the ways that they use the premium and considered how that can be made applicable to our setting.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.