

# Pupil premium strategy statement

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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	Westbrook Primary School
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 until 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Melvyn Tatters Headteacher
Pupil premium lead	Carly Benton Deputy Head / SENCo
Governor / Trustee lead	Paul Bepey – Chair of Governors and Disadvantaged Pupil Lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,300.00
Recovery premium funding allocation this academic year	£20,647.00 +

	£47,960.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£256,907.00

# Part A: Pupil premium strategy plan

## Statement of intent

### **School context:**

Westbrook Primary School is a large primary school with 608 pupils on roll during 2021-2022. The school has a Visual Impairment Centre with capacity for ten pupils (10 pupils on-roll during 2021-22). A large proportion of pupils come from families with high levels of deprivation. The school is placed within the second quintile regarding the percentage of pupils receiving Free School Meals at any time during the last six years. This percentage is higher than national average. The school's deprivation indicator is in line with the national average however this can be misleading due to the living arrangements of many of our families who reside in shared accommodation.

The majority of our pupils (72%) have English as an Additional Language (EAL) placing the school within the top quintile (top 20% of schools nationally). A large proportion of the school roll come from minority ethnic groups (approx. 96%).

The percentage of pupils receiving SEND support falls within the top quintile and is significantly above national average. This percentage shows an increasing trend over the last three years. The percentage of pupils with an Education, Health & Care Plan is well above the national average (3.2%).

### **Objectives for our disadvantaged pupils:**

Our intention is that all pupils, irrespective of their background or the challenges they experience, make good progress and achieve their potential across all areas of the curriculum. The focus of our pupil premium strategy is to enable disadvantaged pupils to achieve good progress and attainment, this includes high attaining pupils.

We will consider the challenges encountered by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Ensuring high-quality teaching is at the centre of our approach, whilst maintaining attention 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.

We recognise the importance of referring to an evidence base when selecting and implementing particular interventions or strategies to increase the achievement of our disadvantaged pupils e.g. EEF. The Sutton Trust research highlights the benefits of

whole school approaches, which can have a significant impact on raising standards for disadvantaged pupils. Whole school approaches implemented at Westbrook Primary have included e.g. Class Charts, Destination Reader (KS2), Maths Mastery (currently taught from Reception to Year 6) and Read Write Inc. etc.

We recognise that although we have a large number of Pupil Premium children at Westbrook they are not one homogenous group. We will identify specific groups and various needs and how these can be best met to improve the outcomes for all PPG pupils e.g. Higher Ability disadvantaged pupils. These pupils will be targeted to participate in appropriate interventions.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the catch-up programme for pupils whose education has been worst affected, including non-disadvantaged pupils (teachers from the school will be delivering tuition sessions before and after school to a targeted group of 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 learning in which they participate
- 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

## Challenges

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

Challenge number	Detail of challenge
1	Previous setting reports, benchmark assessments and observations reveal that a substantial number of children are attaining below the expected level on entry to Westbrook Primary School.
2	Assessments, observations, and interactions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and reading interventions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and comprehension of language than their peers. This negatively impacts their development as readers.

4	<p>Our assessments, observations, book looks and conversations with pupils indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
5	<p>Our data reveals that a large number of our disadvantaged pupils are from minority ethnic groups and are learning English as an Additional Language. Many of these children are attaining below age-related expectation.</p>
6	<p>The percentage of disadvantaged pupils who are identified as having a SEND is significantly above the national average and this appears to be an increasing trend over the last three years.</p>
7	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional concerns for many pupils, notably due to a lack of enrichment opportunities during school closure and strain on families (both financially and emotionally). These challenges particularly affect disadvantaged pupils, including their attainment.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/4 show that more than 80% of disadvantaged pupils met the expected standard.
Increase in the percentage of pupils attaining age-related expectation in writing	KS2 writing outcomes in 2023/4 show that more than 80% of disadvantaged pupils met the expected standard
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2023/4 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our	Sustained high levels of wellbeing from 2022 demonstrated by:

<p>school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils e.g. cycle skills</li> </ul>
<p>Improved reading attainment for disadvantaged pupils identified as having a SEND.</p>	<p>KS2 reading outcomes in 2023/4 demonstrate and all disadvantaged pupils with an identified SEND pupils are making good progress and that the percentage achieving the expected standard has increased by 10%.</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 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil 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: **£65,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lesson Study Approach (used as part of our triad monitoring / deep dive processes)</p> <p>Writing is a focus for monitoring this academic year.</p> <p>This activity enables staff to target specific groups for monitoring e.g. SEND/ EAL</p>	<p>The Lesson Study approach is a method of professional development that encourages teachers to reflect on their teaching practice through a cyclical process of collaborative lesson planning, lesson observation, and examination of student learning.</p> <p><a href="https://socialsciences.exeter.ac.uk/education/thinkingschools/resourcesforteachers/lesson_study/">https://socialsciences.exeter.ac.uk/education/thinkingschools/resourcesforteachers/lesson_study/</a></p>	<p>1-6</p>
<p>NQT / ECT Recruitment and Retention Service</p> <p>Ensuring a high level of teaching at the school</p>	<p>Hounslow’s Recruitment team provides specialist advice and a range of strategic measures in recruiting and retaining staff. Through bespoke on-line recruitment systems, local and digital employer branding and well-established relationships, we can select staff with the most appropriate experience.</p> <p><a href="#">Recruitment and Retention Service – Hounslow Services for Schools</a></p>	<p>2, 4, 5 &amp; 6</p>
<p>Challenge Partners Membership</p> <p>Quality Assurance Review (QAR) – participating in this as a school and sending SLT to other schools to conduct a QAR.</p> <p>Reducing gaps in educational attainment and</p>	<p>This organisation enables schools across the country to share excellent practice, facilitating peer review and running programmes grounded in evidence of what works, so that all pupils can benefit from the combined wisdom of the system, and of other sectors.</p> <p>SLT are involved in peer reviews at schools across the country. This enables staff to experience first-hand in-depth monitoring and questioning.</p> <p><a href="https://www.challengepartners.org/quality-assurance-review">https://www.challengepartners.org/quality-assurance-review</a></p>	<p>1-6</p>

focusing on school improvement.		
Sensory Smart Child	<p>A private Paediatric Therapy practice offering comprehensive assessment and therapy services for children 0 - 16 years through fun, education and play.</p> <p>We have several children (without an EHCP) who access support from a SaLT or OT to enhance the provision of learning in class and the provide targeted intervention that us required to settle a child.</p>	6
Staff INSET (weekly and whole day sessions)	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during INSET sessions and weekly LSA meetings delivered by the Deputy Headteacher.</p> <p>We are the leading school for the LA Maths Hub.</p> <p>All staff to lead effectively are released once a term</p>	1-6 depending on the specific content of the session
<p>Migration to Google Suite</p> <p>Google classroom and gmail is enabling parents to have greater involvement and insight into their children's learning</p>	<p>G-Suite training and support for all staff across the school</p> <p>Enhance the provision of high quality teaching for pupils particularly during the current times when several children are having to isolate or during periods of lockdown</p> <p>This IT suite has also enabled school to: encourage parents to support their children with, for example reading or homework; increase the involvement of parents in their children's learning activities</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	4-6

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

Budgeted cost: **£125,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Read, Write Inc. intervention groups delivered daily in EYs, Key Stage 1 and Lower KS2</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3, 5 &amp; 6</p>
<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4, 5 &amp; 6</p>
<p>Year 6 revision sessions (daily from 8:00am). These sessions are led by the Year 6 class teachers to ensure familiarity and consistency with regards to the curriculum being taught and ability to assess</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2-6</p>

progress and attainment.		
<p>Small group tutoring (Catch-up)</p> <p>Small groups of identified pupils will receive blocks of tutoring in English. These before or after-school sessions will be delivered by teachers from Westbrook Primary and will equate to 15 hours per pupil.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Disadvantaged children and those with a social worker will be prioritised for the tuition support.</p> <p>small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	2-6
Lexia Reading Intervention (School and home intervention)	<p>Targeted support for 30 pupils across KS2 (<i>majority in Year 3 to support transition between KS1 &amp; KS2</i>) identified as needing additional support with their reading following assessment and observation in Year 2.</p> <p>HLTA to deliver and monitor the Lexia programme and provide additional booster groups (timetabled three times a week within school and allocated specific number of minutes to be completed at home), including PPG children across the year groups</p> <p>Highly regarded phonic intervention recommended by external agencies supporting specific pupils within the school (i.e. a Learning Consultant)</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4, 5 & 6
Rapid Reading – Active Learn, Pearson (reading intervention) Small group intervention delivered by LSAs from Y2	<p>CPD session for LSAs delivered by Deputy Head / SENCo to ensure consistency in delivery and new staff understand the intervention</p> <p>New staff observe more experienced staff delivering the intervention before they begin to do so</p> <p>Year 6 Rapid Reading sessions delivered by members of SLT</p> <p>Resources purchased for RR including Teaching Guides and books for Stages 7-9 (for UKS2 pupils)</p>	3, 4, 5 & 6

<p>to Y6 (Reading and maths) 30 minute sessions delivered at least three times a week in groups of up to 6 pupils.</p>	<p>An independent study by the <b>National Foundation for Educational Research (NFER)</b> found that children participating in this intervention can make twice the amount of progress compared to typical reading sessions.</p> <p><a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>My Mastery (whole School approach to developing attainment in maths)</p>	<p>3x week 20 minute sessions aimed at targeted children to develop maths skills through concrete visual methods</p> <p><a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 4, 5 &amp; 6</p>
<p>Daily Readers (whole school approach)</p>	<p>Daily reading intervention supported by LSAs and CT who listen to targeted children (usually 6 per class) read on a one-to-one from Years 1-6 All LSAs/HLTAs complete the Daily Readers intervention between 8:30-9:00am Monday to Friday Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 5 &amp; 6</p>
<p>Destination Reader (DR) Hackney Learning Trust  (KS2 approach to developing a deeper understanding of what is being read)</p>	<p>Implemented across KS2 DR involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems.</p> <p>Destination Reader enables staff to improve their effectiveness in the teaching of reading through the use of proven techniques involving language stems and other strategies.</p> <p><a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4, 5 &amp; 6</p>
<p>Read, Write Inc. – Ruth Miskin</p>	<p>Read, Write Inc (RWI) is a <b>phonics complete literacy programme</b> which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p>	<p>3, 4, 5 &amp; 6</p>

<p>Subscription and training for staff regarding the purpose and delivery of this programme</p>	<p>This approach to teaching reading and writing is embedded across EYs and KS1 and used as an intervention where necessary in LKS2 and enables Westbrook to develop high quality teaching which is having an impact upon progress and attainment (observations and book looks)</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>NELI (Nuffield Early Language Intervention) Programme (Reception)</p> <p>Each NNEB or LSA attached to the reception classes delivers three small group sessions and two individual sessions to a targeted group of around 3-6 pupils for 20 weeks.</p>	<p>NELI is an evidence-based early intervention programme that is delivered in Reception to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidenced early language programme available to schools in England.</p> <p>The NELI programme includes a range of supportive tools: online self-paced training for teachers and TAs, an online delivery support hub, a tablet-based language assessment tool (LanguageScreen) to support with identifying pupils to receive NELI, and the resources and session plans to deliver the programme to pupils.</p> <p><a href="https://www.teachneli.org/">https://www.teachneli.org/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1, 2
<p>Other Learning Support Assistant led interventions</p> <p>Small groups interventions or 1:1 where necessary. Pupils receive keep-up sessions in the afternoons in</p>	<p>These interventions enable targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1-6

<p>maths or English where they have been assessed as not meeting the LI for the mornings lessons</p>		
<p>Key Texts</p> <p>Every year group has a key text linked to the subject units that they teach to facilitate greater links and opportunities for cross-curricular writing. This is embedded across the school from Reception upwards. The key text is used as the basis for the English planning.</p>	<p>Planning and books have been scrutinised and learning walks conducted throughout the previous year showing good use of the text. Feedback from staff and children has been very positive and use of a key text will continue into the next academic year.</p> <p>Quality first teaching in English supported through use of identified, age-appropriate texts being shared with the class.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4, 5 &amp; 6</p>
<p>Online / paper Practice Tests (e.g. LCP tests)</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments</p>	<p>Tests enable children to be identified for targeted support. Areas of the curriculum which need to be developed are identified and addressed.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/standardised-tests">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5 &amp; 6</p>

are interpreted and administered correctly.		
Input and assessment from a Learning Consultant	<p>Targeted children referred to and assessed by the Learning Consultant when all universal and specific school interventions are not impacting to the extent school had predicted</p> <p>Parent consultations to support families</p> <p>Direct assessment and observation of the identified pupils</p> <p>Active dialogue with SENCo regarding effective strategies for support to enhance pupil outcomes</p> <p>Reports generated, outlining specific recommendations that school can implement to support meeting the needs of the pupils and / or can be used to supplement the information gathering process if school is seeking additional support from the LA through an EHC Plan</p>	3-6

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

Budgeted cost: £66,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thinking Skills School approach</p> <p>Whole staff training</p> <p>Monitoring of Thinking Skills through Curriculum Deep Dives</p>	<p>The school is working towards becoming an accredited Thinking School and have already embedded several of the Thinking School tools across the school e.g. De Bono's Thinking Hats</p> <p><a href="https://socialsciences.exeter.ac.uk/education/thinking-schools/resourcesforteachers/thinkinghats/">https://socialsciences.exeter.ac.uk/education/thinking-schools/resourcesforteachers/thinkinghats/</a></p> <p>Thinking Maps - Thinking Maps are visual teaching tools that foster and encourage lifelong learning, developed by David Hyerle of the Innovative Learning Group. The 'Tools for Learning' manual is the primary resource for instruction of Thinking Maps.</p> <p>Growth Mindset approach</p> <p><a href="https://socialsciences.exeter.ac.uk/education/thinking-schools/">https://socialsciences.exeter.ac.uk/education/thinking-schools/</a></p> <p><a href="https://www.eef.org.uk/what-we-do/our-work/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1-6

<p>Whole staff training on PSHE (Jigsaw) approaches with the aim of enhancing provision across the school and subsequently improving well-being.</p> <p>Recovery package accessible for teachers to use.</p>	<p>Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw provides well-structured, progressive lesson plans with all teaching resources included.</p> <p>Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.</p> <p>This programme is also used to plan other aspects of the school day e.g. school assemblies which link to the themes set out by Jigsaw.</p> <p><a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a></p>	<p>4</p>
<p>Edu-key / Class Charts</p>	<p>Behaviour Interventions. Class Charts involves a universal approach to classroom management with the aim of maintaining high expectations for behaviour and ensuring a consistent approach across the school.</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Edu-key is a system used by staff to generate and review Individual Learning Plans for those pupils identified as having a SEND.</p> <p>Staff have been updated regarding how the system operates</p> <p>New members of staff are familiar with the system</p> <p>Identified children are set appropriate targets and these are discussed with parents and reviewed termly by the class teacher</p> <p>Provision being accessed is outlined clearly</p> <p>Where targets are met new suitable targets are set</p> <p>Where targets are not met there is a discussion with the Phase Leader during Pupil Progress</p>	<p>2, 4 &amp; 6</p>

	Meetings and / or the SENCo to arrange relevant next steps.	
Assessment and input from a Behaviour Consultant	<p>Targeted children referred to and assessed by the Behaviour Consultant</p> <p>Parent consultations to support families</p> <p>Direct assessment and observation of the identified pupils</p> <p>Where appropriate children signposted to or referred to other agencies for more tailored support e.g. Learning Consultant, CAMHS</p> <p>Active dialogue with SENCo regarding effective strategies for support to enhance pupil outcomes</p> <p>Reports generated, outlining specific recommendations that school can implement to support meeting the needs of the pupils</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	6
Woodbridge Park Education Service (WPES)	<p>More specialised programmes which are targeted at students with specific behavioural issues. A couple of children have been referred to this service to seek outreach support or links to other necessary services e.g. Play Therapists. These pupils require more specialist support to help manage their self-regulation or social and emotional skills in particular</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 6
Swimming (Life Skill – Year 5)	<p>In line with our school vision and developing key life skills in our pupils before they leave Westbrook.</p> <p>Many of our pupils have not had the opportunity to go swimming or attend lessons prior to their experience at school</p> <p>Lesson Plans and awards linked to teaching Water Safety</p> <p>Due to COVID-19 swimming was not attended for the summer term</p>	7
Extra-curricular clubs	School will ensure that disadvantaged pupils engage in enrichment activities across the year groups e.g. cycling, football, choir, scrabble, home-learning	4, 5, 6 & 7
ELSA (Emotional Literacy Support Assistant)	Small group of children identified as being able to benefit from 1:1 intervention. The trained ELSA supports children with increased levels of anxiety, difficulty managing feelings of anger or other	7

Emotional support for targeted children delivered on a 1:2 basis as required  Half termly supervision sessions led by an Educational Psychologist from Hounslow	emotions, bereavement or coping with a sick family member etc. This intervention allows the child space and time to develop a strong, consistent relationship with a member of staff and the opportunities to work through the difficulties and explore strategies to improve how the young person feels and copes with particular situations.	
Parent Support Advisor (PSA)	To assist and support pupils and families with a wide range of matters Attendance Improving engagement with hard to reach families Wide range of families supported Worked closely with the EWO to effectively tackle attendance and punctuality issues at the school Increased parental engagement and involvement in the school Disadvantaged families signposted to a wide range of services available in the local community Supporting PP families through Heston Station project Delivering or organising parent workshops e.g. Healthy Eating Providing 1:1 support for identified pupils Liaising with the Inclusion Leader re: pupils and their families Networking with other local primary schools and a local secondary school that accepts a large proportion of our pupils. Allowing families to be supported during transition stages	7
SIMS Support	Enabling analysis of data e.g. related to attendance to further improve systems	4-7
One Team Logic (MyConcern)	Online system which has enabled effective confidential record keeping system re: safeguarding issues to be established across the school.	7

**Total budgeted cost: £256, 000.00**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Our internal End of Year assessments (2020/21) reveal that the performance of disadvantaged pupils was higher than the End of Year attainment in the previous year (2019-2020) in core subjects of the curriculum.

For example, in reading 65% of disadvantaged pupils attained the expected or above standard compared to 23% the previous year.

In writing, 58% of disadvantaged pupils attained the expected or above standard compared to 19% in the previous year (2019-20).

In maths, 64% of disadvantaged pupils attained the expected or above standard compared to 26% in the previous year (2019-20).

As alluded to above it is important to note that there were periods of lockdown during both of these academic years and in the latter the school experienced a major flood causing all of KS2 to be taught in portacabins in the playground for the year. Despite being on track during the year 2018-19, the outcomes we aimed to achieve in our previous strategy by the end of 2020-21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted 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 extent that we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum delivered online during periods of school closure. This included migration to G-suite to enhance provision, daily live teaching across the school and incorporating recommended online resources such as those provided by Oak National Academy.

Of the group of disadvantaged pupils, 23% of the children were also identified as having a SEND.

Of the group of disadvantaged pupils, 72% of the children were also identified as learning EAL.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

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