



Pupil Premium Report 2021-2022

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 | Westbury Park Primary School |
| Number of pupils in school | 411 |
| Proportion (%) of pupil premium eligible pupils | 2.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | SIC |
| Pupil premium lead | Helen Clark |
| Governor / Trustee lead | Tanja Engelbrecht |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £11,341.67 |
| Recovery premium funding allocation this academic year | £ 2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 13,341.67 |



Part A: Pupil premium strategy plan

Statement of intent

At Westbury Park School, we have high aspirations and ambitions for all children and believe that each child, regardless of background or circumstance deserves the best possible education. We use the Pupil Premium Grant to assist in tackling the impact of disadvantage through high quality targeted teaching, focussed pastoral support, increased access to enriching experiences and a whole school culture of inclusion and high expectations for all children. We have taken guidance from the Education Endowment Fund to identify the best ways to close the attainment gap through a tiered approach to balance approaches to improving teaching, targeted academic support and wider strategies.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Effective learning behaviours and engagement in learning |
| 2 | Individual specific difficulties in English and Maths |
| 3 | Attendance and punctuality of a minority of pupils |
| 4 | Wellbeing and mental health including emotional resilience; challenging family situations; challenging friendship dynamics |
| 5 | Fewer opportunities for enrichment activities in comparison to year group |

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 |
|--|---|
| Effective learning behaviours and engagement in learning will lead to greater progress | Children achieve learning objectives in the majority of lessons Children are able to talk about successes in their learning and future targets with confidence Behaviour for learning is appropriate in lessons |



| | |
|--|---|
| Children's attainment will increase and progress maximised | Children will make age related expectations in all areas and progress will be maintained Where possible children will be supported to achieve greater depth in some subjects |
| Early intervention quickly identified | Children working towards the standard for their age will be closer to the standard than at the start of the year |
| Attendance and punctuality of identified children will improve | Percentage attendance figures of PP children remain high (above 95%) |
| Children develop self regulation strategies and emotional resilience | Children will have the confidence to attempt challenges and have the resilience to overcome failure Children will independently use taught strategies to self regulate and de-escalate Children are aspirational and proud of their successes |
| Children have access to a wide range of enrichment opportunities | Children will have the opportunity to have high quality enrichment experiences outside the classroom to develop confidence, a sense of belonging and self esteem |

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 - Budgeted cost: £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Quality First Teaching is supported through assessment to enable all groups of children to make at least expected progress | High quality, inclusive teaching for all pupils in all classes, including differentiated teaching strategies and on-going formative assessment to personalise learning and narrow the attainment gap to produce the best outcomes for all pupils. NFER report on supporting the attainment of disadvantaged pupils <ul style="list-style-type: none"> An individualised approach to addressing barriers to learning and emotional support at an early stage Focus on high quality teaching Metacognition and self regulation approaches and embedded growth mindset attitude to learning EEF recommendation | 1 2 4 |



| | | |
|---|---|----------------------|
| | <p>Formative and summative assessment methods including NTS assessments</p> <p>Focus on PP children in pupil progress meetings, learning walks, book scrutinies and child conferences</p> <p>Support for higher and middle attainers as well as lower attainers</p> <p>Balance of teacher led activities with more kinaesthetic, active forms of learning</p> <p>EEF Guide to pupil premium</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p> | |
| <p>Effective learning behaviours resulting in greater engagement in learning</p> | <p>Consistent approach to behaviour management (Paul Dix approach), behaviour incentives and positive recognition, restorative conversations to restore expected behaviours.</p> <p>Building relationships with vulnerable children -children feel supported at an early stage.</p> <p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Behaviour interventions +3 months progress • Social and emotional learning +4 months progress <p>EEF Improving social and emotional learning in Primary schools</p> <ul style="list-style-type: none"> • school wide approach • teach SEL skills explicitly • integrate and model SEL skills <p>EEF improving behaviour in schools</p> <p>NFER report on supporting the attainment of disadvantaged pupils</p> <ul style="list-style-type: none"> • An individualised approach to addressing barriers to learning and emotional support at an early stage • Focus on high quality teaching • Commitment to high quality CPD opportunities | <p>1 4</p> |
| <p>Assessment and in the moment feedback in place to track and personalised learning</p> | <p>Meaningful, manageable and motivating marking and feedback to empower children to take responsibility for improving their own work. This follows recommendations and evidence of best practice from</p> <p>Education Endowment Foundation Guide to pupil premium</p> | <p>1 2 4</p> |
| <p>Parents supported to help children make progress and engage with learning</p> | <p>Close involvement of SENDCo</p> <p>EEF teaching and learning toolkit</p> <p>Parental engagement +3 months progress</p> | <p>1 2 4</p> |



| | | |
|--|--|--|
| | NFER parental engagement | |
|--|--|--|

Targeted academic support

Budgeted cost: £6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Structured interventions to address individual gaps in English and Maths lead by teacher, teaching assistant, tutor or SLT. Children will overcome learning barriers to reach ARE in reading, writing and maths | <ul style="list-style-type: none"> ● Phonics 'Little Wandle Letters and Sounds' catch up lessons ● 1:1 reading support ● Spelling interventions ● EYFS SALT interventions ● Assembly groups to pre teach or reinforce lessons ● 1:1 feedback to provide personalised learning and to move children from secure to exceeding ● NTS assessments in reading and maths to identify pupils' strengths and weaknesses and any misconceptions <p>EEF best use of teaching assistants EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> ● EY interventions +5 months ● Feedback +8 months ● small group tuition +4 months ● 1:1 tuition +5 months | 1 2 4 |

Wider strategies -Budgeted cost: £5,500

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



| | | |
|---|--|----------------------|
| <p>Positive behaviour management, based on building relationships with vulnerable children</p> | <p>EEF teaching and learning toolkit</p> <p>Behaviour interventions +3 months progress</p> <p>EEF Improving social and emotional learning in Primary schools</p> <ul style="list-style-type: none"> • school wide approach • teach SEL skills explicitly • integrate and model SEL skills <p>Paul Dix approach</p> <ul style="list-style-type: none"> • Updated Behaviour Policy September 2021 EEF improving behaviour in schools | <p>1 2 3</p> |
| <p>ELSA mentoring</p> <ul style="list-style-type: none"> • Gingerbread club • Friendship skills groups • ELSA 1:1 work | <p>Children will have the confidence to attempt challenges and have the resilience to overcome failure.</p> <p>Children will build self esteem and reduce anxiety. Children will be aspirational and proud of their successes.</p> <p>Children will have strategies to self regulate and increase a sense of community.</p> <p>Mentoring and group work will develop cohesion and promote positive behaviours.</p> <p>EEF teaching and learning toolkit</p> <p>Social and emotional learning +4 months progress</p> <p>EEF Improving social and emotional learning in Primary schools</p> <p>PP children prioritised for a place in Gingerbread Club (Y3-5), ELSA intervention, mentoring and friendship skills groups</p> | <p>1 4</p> |
| <p>Engagement in school wide enrichment days and residential opportunities including access to wrap around care</p> | <p>To increase the 'cultural capital' of disadvantaged pupils and allow them to develop independence, resilience, self confidence and well being.</p> <p>To allow FSM children to participate and benefit from trips to enrich the curriculum (including residential in Y5 and Y6)</p> <p>EIF personal development</p> | <p>3 4 5</p> |

Total budgeted cost: £13,500



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.

| Pupil outcomes (Headlines) 2020-1 | | | |
|--|--------------------------------------|---------------------------|---|
| Due to Covid, performance measures have not been published for 2020 or 2021. The results below are school based teacher assessments against end of Key Stage outcomes. | | | |
| | 2020 Whole year expected standard | 2021 expected standard | 2021 Pupil Premium expected standard |
| EYFS (GLD) | 79% | 87% | 100% |
| Year 1 Phonics | 88% | 93% | 100% |
| Year 2 Reading | 88% | 97% | 100% |
| Year 2 Maths | 85% | 92% | 100% |
| Year 6 Reading | 92% | 89% | 33% |
| Year 6 Writing | 95% | 89% | 33% |
| Year 6 Maths | 92% | 89% | 33% |

Service pupil premium funding

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? | <ul style="list-style-type: none"> • Small group phonics tuition • Spelling intervention group • Allocating a place for vulnerable/key worker children during lockdown • Providing laptop for Service families to access online learning provision • Online 1:1 tutor for reading during lockdown • Access to small group intervention lead by catch up tutor • Focussed support in class to nurture confidence and resilience |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Reading</p> <p>100% of SPP working at ARE</p> <p>25% of SSP working above ARE</p> |



Bayswater Avenue, Bristol BS6 7NU

T: 0117 377 2676

Headteacher: Richard Bamber

westburyparkp@bristol-schools.uk

| | |
|--|--|
| | <p>Maths 100% of SPP working at ARE 50% of SSP working above ARE</p> <p>Writing 75% of SPP working at ARE 25% of SSP working above ARE</p> |
|--|--|

Further information

- Pupil premium passports have been compiled to include progress over time. This ensures that PP children are at the forefront of teacher's planning, assessment and feedback and intervention needs both academically and socially can be identified at the earliest opportunity
- PP children are scrutinised as a discrete group in School Improvement Committee, pupil progress meetings, book scrutinies and pupil conferences throughout the year
- Attendance and behaviour of PP children are closely monitored and trends noticed
- PP parent drop in sessions during March parent's evening

