

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Westbury-On-Severn CE Primary school
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Anna-Mai Armstrong
Pupil premium lead	Leanne Roseblade-Bargh
Governor / Trustee lead	Jen Sigournay

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8490
Pupil premium service funding this academic year	£340
<b>Total budget for this academic year</b>	<b>£14,884</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide high quality teaching that takes into account the individual needs of every child. Through our commitment to the recruitment of high quality staff, on-going professional development, rigorous monitoring and willingness to respond to research, we aim to ensure that all pupils receive an education that meets their individual needs. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium.

Our pupil premium strategy outlines our approach for ensuring disadvantaged pupils achieve their full potential and make good progress. Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantaged pupils make progress in-line or exceeding non-disadvantaged pupils.
- To ensure disadvantaged pupils reach their potential and are secondary ready by the end of Year 6.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low attainment in core subjects</b> – assessments and observations show that disadvantaged children have lower attainment across core subjects.
2	<b>Difficulties with emotional regulation/social interactions/mental health</b> – Observations and monitoring (using My Concern) has shown that disadvantaged children lack self-regulation strategies when faced with some tasks and often struggle to make positive relationships with their peers.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in Dec 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>Disadvantaged children to make rapid progress, especially in reading</li> </ul>	<ul style="list-style-type: none"> <li>Gap to close between PP children and non PP</li> <li>PP children's attainment to be in-line or above with their peers in R/W/M.</li> </ul>
<ul style="list-style-type: none"> <li>Disadvantaged children able identify and verbalise their emotions using our zones of regulation.</li> <li>Disadvantaged children to be able to identify and verbalise when they are ready to learn.</li> <li>Disadvantaged pupils have positive relationships with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Children to be able to articulate their feelings and emotions</li> <li>Fewer incidents of dysregulation.</li> <li>Fewer incidents of dysregulation leading to aggressions and disrupted learning</li> <li>Disadvantaged pupils will have positive interactions with their peers every day.</li> </ul>
<ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils will improve</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at 96%+</li> <li>Confidence and independence in class improved</li> <li>Positive attitude to school and learning</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: £ 775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Successful Learning Programme in second year to support positive learning attitudes and metacognition in pupils</p> <p>Follow up training – half day</p> <p>INSET £500</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2</p>
<p>CPD for whole staff on evidence based Teaching and Learning from Jen Edwards</p> <p>£275</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/neuroscience-and-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/neuroscience-and-education</a></p>	<p>1</p>

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention for reading /phonics EYFS/Y1</p> <p>Trained Teaching Assistant</p> <p>(Little Wandle catch up interventions)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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
<p>Teaching Assistant in KS2 to provide feedback and support in class</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=teaching%20assistant">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=teaching%20assistant</a></p>	1

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

Budgeted cost: £ 6675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>OPAL - whole school approach</p> <p>£2000</p>	<p><a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a></p>	2

Life Education Tent PSHE £375	<a href="https://www.coramlifeeducation.org.uk/impact">https://www.coramlifeeducation.org.uk/impact</a>	2
ELSA support assistant  £3000	<a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>  <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>  Evidence supports a low cost whole school emotional literacy approach can enable children to make up to 4+ months progress.	2
Cool Milk for FSM pupils, Costs for extra curricular financial support  £800	<b>European Commission- Inclusion Report</b> Evidence suggests that taking part in extracurricular activities can offer children numerous benefits, including better social, behavioural and academic outcomes, as well as improved social inclusion outcomes. Evidence also shows that disadvantaged and vulnerable children face increased barriers in accessing extracurricular activities. The research note provides evidence-based examples of how to reduce these barriers.	2

**Total budgeted cost- £14,500**

## 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 2023-24 academic year.

23-24 Provision	Impact	Moving forward/lessons learned
<b>Successful Learning Programme to support positive learning attitudes and metacognition in pupils</b>	Children able to articulate what successful learning looks like in the classroom, evaluate the zone of proximal development for themselves, notice good learning behaviours in others and be nominated. Purple learning termly award begun.	Follow up INSET planned in Feb. Next step- to involve parents- a presentation given by pupils in 2025.
<b>Targeted intervention for reading /phonics EYFS/Y1</b> <b>Trained Teaching Assistant (Little Wandle catch up interventions)</b>	Good pass rate for phonics in Y1 maintained. (83%)  Good practice embedded in YR/Y1.	Maintain excellent practice, with new staff learning from experienced staff.
<b>Targeted intervention for core subjects (precision teaching) by a teacher</b>	Improved reading/ handwriting/confidence and core skills for vulnerable pupils.	Covid catch up money spent- no further 1:1s planned.
<b>OPAL - whole school approach</b>	Huge reduction in first aid incidents at playtime. Huge reduction in safeguarding/behaviour incidents at playtime. Playtimes safer, more fun, more active, more engaging.	OPAL award next year.  Parent afternoon booked for May.
<b>Restorative Conversation follow up training</b>	Embedding our approach for staff, teaching new staff our approach.	

<b>ELSA support assistant</b>	Pupils able to get the in house 1:1 emotional support they need as part of our Early Help offer, regularly timetabled.	Continue with 3 afternoons a week.
Cool Milk for FSM pupils, Costs for extra curricular support/trips	FSM pupil able to attend our PGL trip due to support.  Milk bought for pupils who qualify.	

## 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)

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