

Westleigh Methodist Primary School: Pupil Premium Strategy Statement



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	Westleigh Methodist Primary School
Number of pupils in school	October 2020 205 October 2021 204 September 2022 204
Proportion (%) of pupil premium eligible pupils	October 2020 63 pupils 31% October 2021 71 pupils 35% October 2022 71 pupils 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 previous year 2022-2023 current year 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Moragrega - Headteacher
Pupil premium lead	Mrs Taylor – Deputy Headteacher
Governor / Trustee lead	Mr Pilkington – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,565

Recovery premium funding allocation this academic year	£10,005
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£9,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£114,570

Part A: Pupil premium strategy plan

Statement of intent

Our context:

Leigh is an area of high social deprivation and the pupil premium masks the true extent of disadvantage with many families just about managing on minimum wages: 50% of children live in the highest 20% of deprivation nationally as ranked by the Income Deprivation Affecting Children Index (IDACI). The most recent IDACI score for the school is 0.22 compared to the Local Authority 0.18 and nationally 0.21. 87% of our families live in the top 30% of most deprived areas of the country. This picture of deprivation is further reinforced when one refers to the ACORN categorisation of home backgrounds where 85% of children at our school live in ACORN categories 4 or 5 which are described as financially stretched or urban adversity compared to 53% in Wigan, demonstrating the number of children living in areas of deprivation are among the highest in the Local Authority. Local ward data in the Wigan Primary School Health Profile evidences that two thirds of Leigh communities are ranked in the top 25% most deprived in England and 20.5% of residents claim out of work benefits, above the borough average 15.9%. FSM entitlement is 32%, which is above national 22%.

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. The school will use the funding to support these groups, which comprise pupils with a range of different abilities, to diminish any achievement gaps between them and their peers. We also recognise that not all pupils eligible for Pupil Premium funding will have lower attainment than their peers and we should not equate disadvantage of circumstance with 'low ability'. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Our intention at Westleigh Methodist Primary School, is that all pupils irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas achieving our vision for all pupils to: With God, all things are possible. We expect staff to have the highest of aspirations for these pupils too and we want our pupils to flourish as life-long learners who have academic skills and emotional resilience to take on any challenges that they may encounter. The ultimate focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential regardless of their starting points.

In line with our vision, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, to make good academic

progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them achieve all things possible.

Inclusive Quality First Teaching is of paramount importance within our approach, with a focus on areas in which disadvantaged pupils require the most support, particularly following the recent pandemic. As Professor Becky Francis, the Chief Executive for the Education Endowment Foundation states in the foreword for the EEF guide to the pupil premium, autumn 2021:

Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.

In this context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective for pupils from lower socioeconomic backgrounds.

This Inclusive Quality First Teaching approach 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. Within the EEF pupil premium guidance, autumn 2021, it states:

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

This is the focus of the pooled use of funding through the Epworth Education Trust i.e. improving the quality of teaching for all through providing high quality CPD Trust wide based on needs and forms a significant part of our strategy.

Our approach is based on our individual children's needs and built on the high expectations we have for all. We take a forward-looking, long-term view to addressing the potential barriers to success faced by our disadvantaged children and use our evidence based understanding of great learning and great teaching to overcome these.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged appropriately within all lessons
- Ensure early identification of support is completed

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Nurture and pastoral care is one of the key principles within this strategy.
- Raising attainment to narrow the gap between disadvantaged pupils compared to other pupils is a key priority.
- Widening the opportunities disadvantaged pupils have to broaden their experiences and give them powerful knowledge to develop personally is key.

Our strategy works towards a three tiered approach that balances approaches to improve quality first 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	Writing across the whole school, in particular the attainment of disadvantage pupils, has been significantly impacted therefore, writing is now a particular focus for all year groups to ensure that they are able to make accelerated progress towards their end of year targets.
2	Reading attainment for disadvantage pupils shows that they under attain compared to non-disadvantage pupils for age-related expectations. Due to partial closures of school further impacting the development of these children, the gap in attainment has widened, shown by the summer term data.
3	Current attainment displays that the partial closures of school have significantly impacted the % of disadvantaged pupils who achieve greater depth in reading, writing and maths.
4	Due to the number of isolation periods our children have been through there has been a significant number of disadvantaged children who have not fully engaged with their remote learning and then struggled to re-integrate back into school.
5	The KS1 children have seen the biggest impact of partial school closures (current Y1, Y2, Y3, Y4). Their data has significantly dropped due to their cognitive development at their age and the lack of prior knowledge that they have been able to pull on.
External	
6.	Disadvantaged pupils lack the experiences beyond the Westleigh community and have limited understanding of the wider world including aspirations for possible future careers.

7.	Disadvantaged pupils have limited access to high quality reading books and have limited vocabulary.
8.	Attendance rates of disadvantaged pupils impacts on lost teaching and learning time.
9.	Social and emotional needs for identified pupils has a detrimental effect on behaviour and attitudes to learning.
10.	Pupils have poor speech and language skills on entry to school. For disadvantaged pupils, both high-level need and low-level need, speech and language remains a barrier for learning.
11.	All children have had differing experiences whilst dealing with coronavirus; this has resulted in an increased number of disadvantaged children accessing nurture provision.

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
Disadvantaged pupils in Year 5 make accelerated progress and perform in line with non-disadvantaged pupils by July 2023.	In July 2023 80% of pupils achieve ARE in Reading and Writing and Maths. Pupils at risk from not making expected levels of progress and meeting their end of year targets are identified at the earliest point to receive bespoke targeted intervention. Adjusted September 2022
Disadvantaged pupils in Years 3 and Year 4 make accelerated progress, in reading, writing and maths so that they diminish the difference between them and national others. Adjusted September 2022	Pupils at risk from not making expected levels of progress and meeting their end of year targets are identified at the earliest point to receive bespoke targeted intervention. The gap between PPG pupils and national others is reduced.
Improve children's educational and cultural experiences.	Disadvantaged pupils to have at least 2 educational and cultural experiences over the academic year. Visits will demonstrate pupils will meet adults in a range of jobs within a real life context and setting. Pupil voice demonstrates they have an increased understanding of the contexts in which they are learning. Disadvantaged pupils' attainment across the curriculum is in line with other pupils. Pupils' experiences enable them to

	have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing.
Improve punctuality rates of disadvantaged pupils.	Overall punctuality among pupils eligible for PPG improves in order to diminish the gap between PPG and non PPG pupils.
Increase the attendance of disadvantaged pupils to be in line with, or above, national average from 2018-2019 (most recent year with full figures)	<p>Reduce the number of persistent absentees among pupils eligible for PPG.</p> <p><u>2018-2019 Figures</u></p> <p>Non PPG Attendance – 95.1%</p> <p>PPG Attendance - 93.51%</p> <p>Non PPG PA – 19.65%</p> <p>PPG PA – 25.48%</p> <p><u>2021-2022 Figures</u></p> <p>Non PPG Attendance – 93.2%</p> <p>PPG Attendance - 91.2%</p> <p>Non PPG PA – 18%</p> <p>PPG PA – 32%</p> <p>Updated September 2022</p>
Behaviour and attitudes of disadvantaged pupils are conducive to learning.	<p>Disadvantaged pupils with social and emotional needs have bespoke support that compliments the behavior policy in place (positive handling plans, visual timetables, sensory areas, nurture provision etc).</p> <p>Boxall profiling informs nurture interventions so that all disadvantaged pupils receive targeted support to address individual needs.</p> <p>Learning walks show a consistent approach to behavior management across school.</p> <p>Pupils causing concern are identified at the earliest point to receive targeted support.</p> <p>Nurture support is in place to deal with children who have gone through specific areas of trauma during the partial closure of school</p>
Improve the communication and language skills for disadvantaged pupils in Reception.	<p>High quality weekly interventions delivered by the SALT team will address the identified needs of individual pupils.</p> <p>Disadvantaged pupils' speech language and communication needs are met.</p> <p>Exit data for reception pupils will show</p>

	<p>PPG pupils to be in line with others in communication and language.</p> <p>Whole school to become a Communication Friendly Setting by Summer 2023 through the training of all staff through by one staff member completing the Level 4 course.</p> <p>Updated September 2022.</p>
Teachers have a clear plan to support children's retention and catch-up for missed elements of the curriculum over time.	<p>Teachers to identify the lost parts of the curriculum from the previous year and plan this into their teaching for this academic year.</p> <p>Phonics is to be taught regularly and robustly to assist the children in their understanding of RWI phonics.</p> <p>High quality interventions to put in place for recovery of lost learning time.</p>

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: £27,097

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF Pupil Premium guidance, April 2022: Using pupil premium EEF (educationendowmentfoundation.org.uk)	All
Trust CPD /INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions. See Appendix 1	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress. Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall. Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust and across the LLG consortium. Proven history in school of peer and SLT support raising standards in teaching and learning. EEF Links: Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
One teacher to be trained at Level 4	Spoken language activities that are matched to the learners' current stage of development	3, 10

accredited ELKLAN and all staff to receive high quality CPD to become a Communication Friendly School	<p>extends their learning and connects with the curriculum, improving attainment. The training will support adults to ensure they model and develop pupils' oral language skills and vocabulary development with a consistent approach.</p> <p>EEF Links:</p> <p>Oral Language Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
In school CPD/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions specifically linked to Writing and Reading curriculum in 2022-2023.	<p>Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress.</p> <p>Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall.</p> <p>Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust and across the LLG consortium.</p> <p>Proven history in school of peer and SLT support raising standards in teaching and learning.</p> <p>EEF Links:</p> <p>Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
PPG leader and Business manager to send out whole school forms September 2022 and check funding allocations	<p>The Eligibility Service cost of checking and identifying those families and children, who are entitled to receive funding.</p> <p>More children receiving the funding and support they need within school.</p>	All
Teaching staff to work with small groups of children across KS1	<p>Smaller group sizes allows targeted provision to occur – toe by toe, Power of 2 and Alpha and Omega.</p> <p>Data shows that Year 1 and Year 2 have been</p>	1, 2, 3, 4, 5

to support their curriculum recovery and to enable the children make rapid rates of progress in their reading, writing and Maths.	<p>affected by the COVID isolation lockdown measures with significant and widening gaps in their attainment, so further staffing will allow focused, smaller group work to close the attainment gap.</p> <p>EEF Links:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
Lily Jo Project In person mental health workshops for Reception-Y6 – September 2022	<p>Mental health and positive wellbeing are an important part of recovery after the pandemic. Children need to feel happy and safe to be able to access their learning.</p> <p>EEF Links:</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	9, 11

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

Budgeted cost: £ 45,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use Fred's Teaching, Timetables Rock Stars, Boxall and SHINE resources and tools to identify gaps in learning and provide targeted interventions to improve outcomes for underachieving disadvantaged pupils in Year 1-6.	<p>To diagnose gaps in children's learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up to the national expectation.</p> <p>Timestable Rockstars provide opportunities for pupils to practice their skills independently both in school and at home.</p> <p>To provide whole school consist teaching of reading to impact on reading attainment. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Links:</p> <p>Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Accelerated Reader training for staff then implementation of this reading scheme for home readers for all KS2 children to support independent reading skills including fluency, pace and enjoyment.	<p>Accelerated Reader has proven track record to motivate, monitor, and manage students' independent reading and develop a true love for reading for all.</p> <p>EEF Links:</p> <p>Reading at the transition EEF (educationendowmentfoundation.org.uk)</p> <p>Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p>	2
<p>To provide specialist intervention for disadvantaged pupils with speech, language and communication needs.</p> <p>NELI programme to be delivered within EY setting by Teacher afternoons a week.</p>	<p>On entry data shows children to be working below the expected standard in communication and language.</p> <p>EEF Links:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Education Endowment Foundation EEF</p>	10
To provide specialist support from Targeted Educational Support Service to work directly with specific	<p>To diagnose gaps in children's learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up to the national expectation.</p> <p>EEF Links:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	9

children, generate reports with next steps and actions for school to implement to meet the specific needs of disadvantaged pupils with SEND		
To further develop nurture provision to deliver interventions, informed by Boxall analysis to support children with a range of SEMH needs.	<p>To provide social and emotional support to that will assist in developing self-regulation and equipping children with the tools to support their mental health and well-being.</p> <p>EEF Links:</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	9, 11
Top up school led tutoring grant	<p>To top up School Led Tutoring to provide children with targeted intervention after school in order for children to narrow the attainment gap.</p> <p>Disadvantage pupils to access recovery curriculum to support and catch up missed learning which has occurred due to COVID lockdowns and isolations.</p> <p>EEF Links:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 41,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor employed to work 1 day per week with vulnerable pupils and staff.	<p>The demand for identified pupils to receive support from external professionals is significant.</p> <p>This support will help to positively impact on</p>	9, 11

	<p>pupils' emotional wellbeing and mental health. It will remove barriers that prevent pupils attending school and reduce the potential for behavioural incidents to escalate.</p> <p>Reference:</p> <p>Review of Child Counselling</p> <p>bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf</p>	
Breakfast club to be free of charge for disadvantaged pupils who are persistently late.	<p>Pupils will have a nutritional breakfast, a positive start to the day and increased concentration.</p> <p>Punctuality will be improved for pupils who are persistently late as demonstrated in previous data.</p>	8, 9, 11
Rewards for pupils to motivate desired behaviours and attitudes to learning	<p>An extrinsic reward is tangible and visible which motivate pupils desire to make good choices as the reward is important. Over time, behaviours are learned and strategies for overcoming emotions are embedded, allowing the pupil to be intrinsically motivated.</p> <p>EEF Links:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6, 8, 9, 11
<p>A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils</p> <ul style="list-style-type: none"> - Visits and trips: hook pupils engagement and further learning - visitors to EYFS -Experiences that develop the whole child and SMCS experiences 	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing.</p> <p>Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills.</p> <p>EEF Links:</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	6, 9

- Residential experiences in Year 5 and 6		
Pastoral Manager employed to work directly with vulnerable pupils and families.	<p>Expectations and standards of behaviour are exceptionally high throughout the school community.</p> <p>The Pastoral Manager has an integral role in maintaining these standards and responding quickly to more serious isolated incidents.</p> <p>The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning.</p> <p>Attendance continues to be a focus, with attendance being monitored by the Attendance officer, Pastoral Manager and Headteacher. The percentage of whole PPG attendance was 93.95% for 2018-19, and 92.57% for Sept 2019-March 2020</p> <p>DfE Reference:</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>EEF Links:</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	6, 8, 9, 11

Total budgeted cost: £ 114,570

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 2021 to 2022 academic year.

Our internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of phonics and writing. 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 degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and online teaching. The disadvantage gap index nationally has increased from 2.91 in 2019 to 3.21 in 2022. The disadvantage gap index reduced between 2011 and 2018 - indicating that the gap in attainment between disadvantaged pupils and other pupils was becoming smaller - before remaining at a similar level between 2018 and 2019. The index has increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils.

With the above impact in mind for 2020/2021, during 2021-2022 our focused strategies were aimed around quality first teaching, high quality CPD for staff and heavy focus on mental health and wellbeing remained at the forefront for 2021-2022. Internal assessments show that Year 1 PPG children met their end of year targets in reading, writing and maths both at the expected and greater depth level. In Year 2 PPG children met or surpasses their end of year targets in reading, writing and maths both at expected and greater depth apart from greater depth writing. Greater depth writing has now formed a key part of School Development Planning for all children.

Year 3 (Year 4 in 2022-2023) is a key area of development to ensure all the PPG children who did not meet their end of year targets in reading, writing and maths then catch up during this academic year. This has been reflected in the current strategies above.

In Year 4 and Year 5, PPG children met or surpasses their end of year targets in reading, writing and maths at greater depth and expected level apart from Reading ARE. This is an area for targeted intervention with these children in Y5 and Y6 during 2022-2023, through Quality First Teaching, high quality interventions and use of School Led Tutoring.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted since March 2020, 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. Throughout 2021-2022 many children accessed our nurture provision, pastoral support, counselling and wellbeing interventions. This saw improvements in many strands of their Boxall profiles from September 2021-July 2022. Counselling provision impacted positively on children's wellbeing and multiple caseloads were closed after specific intervention and targeted support.

Through 2021-2022 PPG funding supported a wide range of trips and visitors into school which allowed all children to access extra curriculum activities to support their learning including the following:

- Y6 2 day outdoor adventure based learning including abseiling, high ropes, climbing walls, team building, canoeing.
- Y5 trip to Science and Industry Museum.
- Y4 trip to Science and Industry Museum and History Alive Greek Experience
- Y3 trip to Liverpool World Museum.
- Y2 trip to Royal Horticultural Society Bridgewater and History Alive Florence Nightingale Experience.

Plus extra visitors to promote mental health and wellbeing including Disco Dodgeball and self-defence sessions.

Attendance of our disadvantage pupils remain larger than other children. 2021-2022 attendance data indicates: Non PPG Attendance – 93.2%, PPG Attendance - 91.2%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Covid illnesses also had a significant impact on attendance for all children within school, including pupil premium children, which in turn impacted upon attainment. Direct parent classes and Early Helps, via Pastoral Manager, saw a improvement in children's attendance and parent's wellbeing across school. Although attendance remains a focus for 2022-2023 with a heavy focus on persistent absences.

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
Fred's Teaching	Fred's Teaching
SHINE	SHINE Trust
Timetables Rock Stars	Maths Circle Limited

Accelerated Reader	Renaissance Limited
Boxall Profile	Nurture UK

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Westleight Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to become even better. "Do all you can" summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan (Appendix 1) so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools. Reference: [EEF Effective Professional Development](#)

Appendix 1

Epworth Trust CPD



Epworth Education Trust Pupil Premium Strategy 2022-2023

<u>Audience</u>	<u>Focus</u>	<u>Date</u>
New to role senior leaders Aspiring Senior Leaders	Aspiring Senior Leaders Course (8 days)	14 th October 2022 17 th November 2022 9 th December 2022 12 th January 2022 27 th January 2023 2 nd March 2023 19 th April 2023
	Tier 1 - Teaching (professional development, recruitment and retention)	
DSLs and pastoral teams.	Advanced Safeguarding (Andrew Hall)	6 th October 2022 – up to 3 delegates per school All day
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Pastoral team	Attendance - Team around the Trust to discuss attendance and support strategies	Half termly meeting. Led and co-ordinated by Abbie Rowson (next date set at end of each meeting)
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Senior leadership team	Writing an effective School Development Plan (ECM)	14 th September 2022
	Tier 1 – Teaching (professional development).	

Headteachers	Headteacher Conference	13 th & 14 th July 2022
	Tier 1 - Teaching (professional development, recruitment and retention)	
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Headteacher and senior leaders	Christian Leadership – Julie Ann Hewitt	12 th October 2022 (9.30am start – part of HT meeting)
	Tier 1 - Teaching (professional development, recruitment and retention)	
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Headteachers	1:1 Leadership Coaching (supporting shape thinking within the role) Della Bartle – Professional coach.	Termly coaching for Headteachers (up to 1.5 hours per session) Dates to be arranged between HT and Della
	Tier 1 - Teaching (professional development, recruitment and retention)	
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Whole school staff	Epworth Specialist Leaders support (ESLs)	5 days per school ESL training sessions: 29 th September 2022, 16 th March 2023
	Tier 1 – Teaching (professional development).	
	Tier 2 – Targeted Academic support	
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Mathematics subject leaders / Headteachers to be in attendance.	school, safeguarding and social and emotional support)	Termly Subject Leader training days - with information and training resources to disseminate into school. 7 th November 2022 7 th February 2023 14 th June 2023 Compulsory for NG, WLM and BHM Headteachers to attend all dates.
	Subject leader pedagogy and subject leadership training (Mathematics Consultant, Tara Loughran)	
	Tier 1 - Teaching (professional development)	
Teachers	Tier 1 - Teaching (professional development, support for ECTs)	12 th December 2022 (all day) 27 th March 2023 (all day) 13 th June 2023 (all day) Teachers to share key messages with Headteachers.
	Year 2 & 6 Writing Moderation (External - Becky Wood)	
	Tier 1 - Teaching (professional development, recruitment and retention)	
Senior Leaders	Effective coaching and mentoring support within the classroom.	TBC Autumn 2 – 2 twilight sessions. Brighter Futures
	Tier 1 - Teaching (professional development, recruitment and retention)	
EYFS Teachers and TAs	Pedagogical training and Moderation (Julie Whittaker)	13 th October 2022 (3.45pm – 5pm) Summerseat 23 rd March 2023 (3.45pm – 5pm) 15 th June 2023 (1.30pm – 4pm) Wesley
	Tier 1 - Teaching (professional development, recruitment and retention)	
Whole school staff	Elklan training - all schools to be Elklan Accredited.	
	Elklan Trainer	
	Speech and communication programme – year 2 of programme	
	Tier 1 - Teaching (professional development, support for ECTs)	

	Tier 2 – Targeted Academic support	
Whole school staff	SEND – supporting children with SEND (Best Practice) Julie Whittaker Tier 1 - Teaching (professional development, support for ECTs)	30 th November 2022 – Teams 3.45pm - 5pm
Teaching Assistants / Teachers	Using effective questioning to facilitate learning. Amy Burkes Tier 1 - Teaching (professional development, support for ECTs)	28 th November 9.30am – 11.30am (Teams)
Teachers	High quality teaching of reading and developing comprehension skills (Maddie Barnes?) Tier 1 - Teaching (professional development, support for ECTs)	Spring term tbc
Teachers	Writing - Developing subject pedagogy of SPaG (school progression) Tier 1 - Teaching (professional development, support for ECTs)	Delivered by A Burkes / ESL Spring term twilight tbc
<p>The following training needs to be booked directly by schools from the website https://www.kingsbridgeinstitute.co.uk/professional-and-leadership-development/cpd</p> <p>An training costs incurred will be paid for by the Trust</p> <p>The vast majority of events are virtual</p>		
Inclusion Manager, SLT and teachers at all phases.	SEND Guidance report Tier 1 - Teaching (professional development, support for ECTs)	Twilight session will explore the EEF's five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas to be implemented. 10 th October 4pm
Inclusion Manager, SLT and teachers at all phases.	Metacognition Guidance Report Tier 1 - Teaching (professional development, support for ECTs)	Twilight to look at how the EEF Guidance Report can offer some practical tools for supporting a metacognitive rich approach at your school. 13 th March 2023 4pm
Pastoral Team, SLT and teachers at all phases	Parent Engagement Guidance Report Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	Twilight will explore the evidence in the EEF's guidance report, designed to support primary and secondary schools to work with parents – particularly those from disadvantaged homes. We will explore the clear and actionable recommendations which we hope will support an evidence-informed approach. 26 th June 2023 4pm
SLT	Sir David Carter – The School Improvement Landscape Tier 1 - Teaching (professional development, support for ECTs)	"What is Next for School Improvement?" What are the factors that drive improvement? How can we build the culture for effective school improvement? What questions should school leaders have in mind when measuring the impact of their strategies? 23 rd November 2023 9.30am -11.00am FREE
SLT	Mary Myatt Curriculum Review Conference Tier 1 - Teaching (professional development, support for ECTs)	Curriculum Focus 30 th November 2023 9.00am – 12.30pm
English Leaders, teachers, SLT	Alex Quigley Closing the Writing GAP Tier 1 - Teaching (professional development, support for ECTs)	This session will explain seven critical steps to improve children's writing. With the goal of giving every teacher the knowledge and skill to teach writing with confidence, it makes sense of the history and 'science' of writing, synthesising the debates and presenting a wealth of usable evidence about how children develop most efficiently as successful writers. 27 th Jan 2023 9.30am -3.00pm Kingsbridge EIP SCITT, Wigan

Teachers	<p>Tom Bennett - Running the Room</p> <p>Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)</p>	<p>Behaviour is a curriculum. This simple truth is the beginning of creating a classroom culture where everyone flourishes: pupils and staff.</p> <p>Running the Room is the teacher's guide to behaviour. Practical, evidence-informed, and based on the expertise of great teachers from around the world, it addresses the things teachers really need to know to build the classrooms children need.</p> <p>Bursting with strategies, tips and solid advice, it brings together the best of what we know and saves teachers, new or old, from reinventing the wheels of the classroom.</p> <p>13th February 2023 time TBC Virtual</p>
SLT	<p>Bennie Kara - Diversity in the Curriculum</p> <p>Tier 1 - Teaching (professional development, support for ECTs)</p>	<p>In this session, Bennie delivers an in depth look at practical ways in which you can diversify the curriculum.</p> <p>The session includes:</p> <p>An overview of the social and moral imperative behind diversity in the curriculum</p> <p>19th April 2023 4pm- 6pm Virtual</p>