

Westleigh Methodist Primary School: Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery 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	Westleigh Methodist Primary School
Number of pupils in school	October 2020 205 October 2021 204 September 2022 204 October 2023 207
Proportion (%) of pupil premium eligible pupils	October 2020 46 pupils 24% October 2021 57 pupils 28% October 2022 68 pupils 33% October 2023 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 previous year 2023-2024 current year
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
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 – 2023-2024	£97, 485
Recovery premium funding allocation this academic year	£9, 715
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>	£0, 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>	£107, 200

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: 56% 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 0.3 compared to the Local Authority 0.18 and nationally 0.18. 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 55% 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 35%, which is above national 24%.

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, adjusted for 2023-2024
1	A very high number of pupils eligible for pupil premium also have identified SEN/D as evident on the SEND list which has been created in consultation with SENDCo, parents, staff and external professionals – Sept 2023 - 37% in total.
2	40% of Y1 disadvantaged children did not reach GLD in Reception (2 children) 33% of Y2 disadvantaged children did not pass the PSC in Y1 33% of Y3 disadvantaged children not meeting ARE in Reading at KS1 50% (2 children) of Y3 disadvantaged children who took the PSC retake in Y2 did not pass.
3	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.
4	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.
5	A decline in children's mental health and wellbeing - including parental attachment and anxieties that stem from Covid-19 pandemic and difficulties in regulating behaviour and displaying resilience, particularly amongst those with SEND.
6	Missed opportunities to gain a thirst for life-long learning, cultural capital and life skills – due to limited experiences outside the home.

7	Disadvantaged pupils have limited access to high quality reading books and have limited vocabulary.
8	Pupils have poor speech, language and communication skills on entry to school. For disadvantaged pupils, both high-level need and low-level need, speech and language remains a barrier for learning.
9	Poor attendance, linked to impact of COVID-19 Pandemic and ongoing impact of this: <u>2022 - 2023</u> Pupil premium children's attendance = 92.68% None pupil premium children's attendance - 93.2% Attendance rates of disadvantaged pupils impacts on lost teaching and learning time.

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 phonic outcomes for disadvantaged pupils.	By summer 2024, consistently meet the national figure for pupils meeting the standard in the phonic screening check. (Whole school & disadvantaged figures)
Disadvantaged pupils make accelerated progress in writing in all year groups to distinguish the difference between their attainment and that of school and national others.	Early identification of pupils to provide interventions so that they can accelerate progress. Assessments clearly demonstrate targeted children make good progress from their starting points. Intervention foci is taken from gap analysis of phonics screening and writing success criteria. The gap between disadvantaged pupils and national other is narrowed in writing and maths attainment. Children meet their end of year target. Adjusted September 2023
Disadvantaged pupils in Year 6 make accelerated progress and perform in line with non-disadvantaged pupils by July 2024.	In July 2024 80% of pupils achieve ARE in Reading and Writing and Maths. Early identification of pupils to provide interventions so that they can accelerate progress.

	<p>Assessments clearly demonstrate targeted children make good progress from their starting points.</p> <p>Intervention foci is taken from gap analysis of phonics screening, NTS and SATs tests.</p> <p>The gap between disadvantaged pupils and national other is narrowed in reading, writing and maths</p> <p>Adjusted September 2023</p>
<p>Disadvantaged pupils in Year 2 in reading and writing and Years 4 and Year 5 make accelerated progress, in reading, writing and maths so that they diminish the difference between them and national others.</p>	<p>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.</p> <p>The gap between PPG pupils and national others is reduced.</p> <p>Early identification of pupils to provide interventions so that they can accelerate progress.</p> <p>Assessments clearly demonstrate targeted children make good progress from their starting points.</p> <p>Intervention foci is taken from gap analysis of phonics screening, NTS and SATs tests.</p> <p>The gap between disadvantaged pupils and national other is narrowed in reading, writing and maths</p> <p>Adjusted September 2023</p>
<p>Improve children's educational and cultural experiences.</p>	<p>Disadvantaged pupils to have at least 2 educational and cultural experiences over the academic year.</p> <p>Visits will demonstrate pupils will meet adults in a range of jobs within a real life context and setting.</p> <p>Pupil voice demonstrates they have an increased understanding of the contexts in which they are learning.</p> <p>Disadvantaged pupils' attainment across the curriculum is in line with other pupils.</p> <p>Pupils' experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing.</p>
<p>Improve punctuality rates of disadvantaged pupils.</p>	<p>Overall punctuality among pupils eligible for PPG improves in order to diminish the gap between PPG and non PPG pupils.</p>

<p>Improvement in attendance figures for those individuals in receipt of Pupil Premium.</p>	<p>Monthly attendance tracking sees an improvement in attendance for each pupil with the vast majority at 96%+.</p> <p>Swift action is taken in line with revised policies and procedures when attendance falls below 94%, resulting in improvement.</p> <p>By summer 2024, there is an improvement in the overall PP cohort attendance figure.</p> <p>Attendance officer/ pastoral team work closely with families to identify barriers and promote attendance so children want to attend – pupil voice. • Early intervention provided to families such as through the Early Help process and Attendance contracts</p> <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><u>2022-2023 Figures:</u></p> <p>Non PPG Attendance – 93.2%</p> <p>PPG Attendance – 92.7%</p> <p>Updated October 2023</p>
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<p>Behaviour and attitudes of disadvantaged pupils are conducive to learning.</p>	<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, targeted interventions etc). Boxall profiling and THRIVE action plans informs interventions so that all disadvantaged pupils receive targeted support to address individual needs. Pupils causing concern are identified at the earliest point to receive targeted support. Nurture/THRIVE/Learning to Learn support is in place to deal with children who have gone through specific areas of trauma during the partial closure of school.</p> <p>Updated September 2023.</p>
<p>Improve the communication and language skills for disadvantaged pupils in Reception and Nursery.</p>	<p>High quality weekly interventions delivered by staff using WELLCOMM resources and the impact is seen in progress within prime area of Communication and Language at the end of Reception Disadvantaged pupils' speech language and communication needs are met. Exit data for reception pupils will show PPG pupils to be in line with others in communication and language. School to be Eklon accredited by July 2023 and all staff confident in using this programme and its strategies to improve speech and language from EYFS-Y6. Reading, oracy and communication to be 'inescapable' – learning environment, high quality interactions, lesson planning, access to library</p> <p>Updated September 2023.</p>
<p>Teachers have a clear plan to support children's retention and catch-up for missed elements of the curriculum over time.</p>	<p>Teachers to identify the lost parts of the curriculum from the previous year and plan this into their teaching for this academic year. Phonics is to be taught regularly and robustly to assist the children in their understanding of RWI phonics. 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: £ 22,790

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
In school	Pupils to be provided with high quality teaching and learning and specialist intervention to	1, 2, 3, 4

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 2023-2024.	<p>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>	
All staff to have full RWI training to support with the teaching of phonics and ongoing training across the next 2 years through a comprehensive Read, Write Inc package- Whole school INSET October 2023, 1 leadership day, 6 training days and 1 consultant day across 2023-2024	<p>Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading (though not necessarily comprehension).</p> <p>EEF Links:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF Phonics High Impact (+5 months) for very low cost, based on extensive research.</p>	2, 3, 8
PPG leader and Admin and Operation Lead to send out whole school forms September 2024 and then ongoing throughout the year to 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

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

Budgeted cost: £ 7,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use Fred's Teaching, Timetables Rock Stars, 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>Timetable 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: Remote learning for pupils EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 3, 4, 5, 7
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: Reading at the transition EEF (educationendowmentfoundation.org.uk) Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p>	7
To provide specialist	On entry data shows children to be working below the expected standard in communication and language.	8

intervention for disadvantaged pupils with speech, language and communication needs. Wellcomm programme to be delivered within EY setting by teaching staff.	EEF Links: Oral language interventions EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation EEF	
To provide specialist support from Targeted Educational Support Service to work directly with specific children, generate reports with next steps and actions for school to implement to meet the specific needs of disadvantaged pupils with SEND	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. EEF Links: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 5, 8
To further develop THRIVE provision to deliver interventions, informed by THRIVE action plans analysis to support children with a range of SEMH needs.	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. EEF Links: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
Top up school led tutoring grant to allow high quality	To top up School Led Tutoring to provide children with targeted intervention after school in order for children to narrow the attainment gap.	1, 2, 3, 4,

tutoring to occur. (50% contribution)	Disadvantage pupils to access recovery curriculum to support and catch up missed learning which has occurred due to COVID lockdowns and isolations. EEF Links: Small group tuition EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 76,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor employed to work 1 day per week with vulnerable pupils and staff.	The demand for identified pupils to receive support from external professionals is significant. This support will help to positively impact on pupils' emotional wellbeing and mental health. It will remove barriers that prevent pupils attending school and reduce the potential for behavioural incidents to escalate. Reference: Review of Child Counselling bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf	5
Breakfast club to be free of charge for disadvantaged pupils who are persistently late.	Pupils will have a nutritional breakfast, a positive start to the day and increased concentration. Punctuality will be improved for pupils who are persistently late as demonstrated in previous data.	9
Rewards for whole class attendance to motivate desired behaviours and attendance within school	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. EEF Links:	9

	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
<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 - Residential experiences in Year 5 and 6 	<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
<p>Pastoral Manager employed to work directly with vulnerable pupils and families.</p>	<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.</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>	5, 9

	Parental engagement EEF (educationendowmentfoundation.org.uk) Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £ £107, 200

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 2022 to 2023 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 and 2022-2023 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 and 2022-2023.

Internal assessments for 2022-2023 show that Year 1 PPG children met their end of year targets in reading and writing at great depth level, 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 and writing great depth level.

Phonics, reading and writing at KS1 has now formed a key part of School Development Planning for all children during 2023-2024 and is reflected in planning above.

Internal assessments for 2022-2023 show that Year 3 PPG children met their end of year targets in reading at expected and greater depth level and writing, maths and SPAG at greater depth level.

In Year 4 PPG children met or surpassed their targets in reading, maths and SPAG at greater depth level.

In Year 5, PPG children met or surpasses their end of year targets in reading and maths at expected and greater depth level, and writing and SPAG at greater depth.

Writing and reading will remind a heavy focus across 2023-2024 and this is an area for targeted intervention with PPG children during 2023-2024, 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. 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 and 2022-2023 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 2023. Counselling provision impacted positively on children's wellbeing and multiple caseloads were closed after specific intervention and targeted support.

Through 2022-2023 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 days city break including a wide of activities including transport museum, historical dig experience, York Minster, chocolate making experience and learning to navigate a city.
- Y6 1 day outdoor adventure based learning including abseiling, high ropes, climbing walls, team building, canoeing.
- Y5 3 day outdoor adventure based learning including team building, canoeing, kayaking, gill scrambling orienteering.
- Y4 trip to Liverpool's Beatles Museum.
- Y4 History Alive Romans experience.
- Y4 trip to a synagogue.
- Y3 trip to a mosque.
- Y3 trip to Liverpool World Museum including Egyptian workshop.
- Y2 History Alive Florence Nightingale Experience.
- Y1 Liverpool Museum with a space experience workshop.
- Reception visit to Smithell's farm.

Attendance of our disadvantage pupils remain larger than other children.

2021-2022 attendance data indicates: Non PPG Attendance – 93.2%, PPG Attendance - 91.2%.

2022-2023 attendance data indicates: Non PPG Attendance – 93.2%, PPG Attendance – 92.7%.

These gaps are larger than in previous years, however PPG attendance did see an improvement from 2021-2022 to 2022-2023. Attendance will continue to be 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 an improvement in children's attendance and parent's wellbeing across school.

Although attendance remains a focus for 2023-2024 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 CPD Strategy 2023-2024

Wider training offers schools are encouraged to access:

Mathematics Hub – [Link to CPD offer and resources](#)
 STEM Hub – [Link to CPD offer and resources](#)
 NPQ - [Link to available NPQs](#)
 Geographical Association: [Link to teaching resources](#)
 Historical Association: [Link to CPD offer and resources](#)
 Elklan: [Link to training for practitioners](#)
 Bright Futures offer: [Link to training offer](#)

On-going across the year

Pastoral team	Attendance - Team around the Trust to discuss attendance and support strategies Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	Half termly meeting. Led and co-ordinated by Abbie Rowson (next date set at end of each meeting)
Headteachers	1:1 Leadership Coaching (supporting shape thinking within the role) Della Bartle – Professional coach. 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)	Termly coaching for Headteachers (up to 1.5 hours per session) Dates to be arranged between HT and Della

Whole school staff	Epworth Specialist Leaders support (ESLs)	Minimum 5 days per school
	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)	
Whole school staff	Elklan training - training for new staff.	Dates to be arranged by school directly with Julie Whittaker
	Tier 1 - Teaching (professional development, support for ECTs)	
	Tier 2 – Targeted Academic support	
Inclusion Managers	SEND – network meetings	Dates to be arranged with Julie Whittaker and Amy Hilton-Fahey
	Tier 1 - Teaching (professional development, support for ECTs)	
	Tier 2 – Targeted Academic support	

Autumn Term 23-24

<u>Audience</u>	<u>Focus</u>	<u>Date</u>
DSLs and pastoral teams.	DSL Online Safety Training Safeguarding (Smoothwall Education)	14th September: 3.30pm – 5pm Online Safety training - including the expectations in KCSIE 23 around filtering and monitoring – ALL DSLs to attend (online)
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Headteacher and senior leaders and ESLs	Instructional Coaching Training	Senior Leaders - 11th September 2023 (9am -3pm, Wesley Methodist)
	Tier 1 - Teaching (professional development, recruitment and retention)	
	Tier 2 – Targeted Academic support	Epworth Specialist Leaders – 21st September 2023 (9am -3pm, Wesley Methodist)
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	

EYFS Teachers and TAs	What History looks like in the EYFS (History Rocks)	Monday 25th September 2023: 3.30pm - 4.30pm (online)
	Tier 1 - Teaching (professional development, recruitment and retention)	
Teachers	Teaching Comprehension (Maddie Barnes)	Tuesday 26th September 2023 KS2 teachers and HLTAs only (3.30pm – 4.30pm online)
	Tier 1 - Teaching (professional development, recruitment and retention)	Wednesday 4th October 2023 KS1 teachers and HLTAs only (3.30pm – 4.30pm online)
History subject leaders / Teachers	History – developing subject knowledge (History Rocks)	Subject knowledge workshops for appropriate year group teacher and subject coordinators: Stone Age to Iron Age: Tuesday 3rd October 2023: 3.30pm - 4.30pm (online)
	Tier 1 - Teaching (professional development, recruitment and retention)	
All staff	Deliberate Practice – Modelling session 1 (DoE)	Monday 9th October 2023 – 3.30pm – 4.30pm (Teams)
	Tier 1 - Teaching (professional development, recruitment and retention)	
Senior leadership team	Data Analysis – interpreting and understanding the data (CEO)	Tuesday 10th October 2023 - 1.30pm – 3.30pm (Teams)
	Tier 1 – Teaching (professional development).	
Mathematics subject leaders / Headteachers to be in attendance.	Mathematics Subject leader pedagogy and subject leadership training (Mathematics Consultant, Tara Loughran)	Termly Subject Leader training days - with information and training resources to disseminate into school. Monday 16th October 2023: 9.30am – 3.30pm (Nutgrove) Compulsory for Headteachers to attend all dates.
	Tier 1 - Teaching (professional development, support for ECTs)	
Teachers	Shaping the content – Assessment (DoE)	Monday 20th November 2023: 3.30pm – 4.45pm (Teams)
	Tier 1 - Teaching (professional development, support for ECTs)	
KS1 and KS2 Teachers	Historical skills and concepts (History Rocks)	KS1 and KS2 staff meeting: Monday 27th November 3.30pm - 4.30pm (online)
	Tier 1 - Teaching (professional development, recruitment and retention)	

Teachers	Year 6 Writing Moderation	Monday 4th December: 1.30pm - 3.30pm (Nutgrove)
	Tier 1 - Teaching (professional development, recruitment and retention)	Teachers to share key messages with Headteacher
	Tier 2 – Targeted Academic support	
History subject leaders / Teachers	History – developing subject knowledge (History Rocks)	Subject knowledge workshops for appropriate year group teacher and subject coordinators:
	Tier 1 - Teaching (professional development, recruitment and retention)	Romans: Thursday 7th December: 3.30pm - 4.30pm (online)

Spring Term 23-24

All staff	Deliberate Practice – Modelling session 2 (DoE)	Wednesday 10th January 2024: 3.30pm – 4.30pm (Teams)
	Tier 1 - Teaching (professional development, support for ECTs)	
History subject leaders / Teachers	History – developing subject knowledge (History Rocks)	Subject knowledge workshops for appropriate year group teachers and subject coordinators:
	Tier 1 - Teaching (professional development, support for ECTs)	Greeks: 18th January 2024: 3.30pm - 4.30pm (online)
Teaching Assistants	Supporting in the teaching of reading and comprehension Maddie Barnes	Monday 22nd January 2024: 9.30am – 3pm online ALL Day
	Tier 2 – Targeted Academic support	
Teachers	Assessment and enquiry within History (History Rocks)	KS1 and KS2 staff meeting –
	Tier 1 - Teaching (professional development, support for ECTs)	Monday 22nd January 2024: 3.30pm - 4.30pm (online)
Mathematics subject leaders /	Mathematics Subject leader pedagogy and subject leadership	Termly Subject Leader training days - with information and training resources to disseminate into school.

Headteachers to be in attendance.	training (Mathematics Consultant, Tara Loughran)	Wednesday 7th February 2024: 9.30am – 3.30pm (Nutgrove)
	Tier 1 - Teaching (professional development, support for ECTs)	Compulsory for Headteachers to attend all dates.
All staff	Maximising Learning – Questioning (DoE)	Wednesday 28th February 2023: 3.30pm – 4.30pm (online)
	Tier 1 - Teaching (professional development, support for ECTs)	
History subject leaders / Teachers	History – developing subject knowledge (History Rocks)	Subject knowledge workshops for appropriate year group teacher and subject coordinators:
	Tier 1 - Teaching (professional development, recruitment and retention)	Anglo-Saxons and Scots: Thursday 7th March 2024: 3.30pm - 4.30pm (online)
Teachers	Year 6 Writing Moderation	Monday 18th March 2024: 1.30pm - 3.30pm (Wesley Methodist)
	Tier 1 - Teaching (professional development, recruitment and retention)	Teachers to share key messages with Headteachers.
	Tier 2 – Targeted Academic support	

Summer Term 23-24

Teachers	Teaching Comprehension Maddie Barnes	Tuesday 16th April 2024 - KS2 teachers and HLTAs only (3.30pm – 4.30pm online)
	Tier 1 - Teaching (professional development, recruitment and retention)	Monday 29th April 2024 - KS1 teachers and HLTAs only (3.30pm – 4.30pm online)
All staff	Maximising Learning – Retrieval strategies (DoE)	Wednesday 17th April 2024: 3.30pm – 4.30pm Teams
	Tier 1 - Teaching (professional development, recruitment and retention)	
History subject leaders / Teachers	History – developing subject knowledge (History Rocks)	Subject knowledge workshops for appropriate year group teachers and subject coordinators:

	Tier 1 - Teaching (professional development, recruitment and retention)	Anglo-Saxons and Vikings: Tuesday 21st May 2024 (3.30pm - 4.30pm)
All staff	Maximising Learning – Feedback (DoE) Tier 1 - Teaching (professional development, recruitment and retention)	Monday 10th June 2024: 3.30pm – 4.30pm Teams
Teachers	Year 6 Writing Moderation Tier 1 - Teaching (professional development, recruitment and retention) Tier 2 – Targeted Academic support	Tuesday 11th June 2024: 9.30am – 3.30pm (Wesley Methodist) Teachers to share key messages with Headteachers.
Mathematics subject leaders / Headteachers to be in attendance.	Mathematics Subject leader pedagogy and subject leadership training (Mathematics Consultant, Tara Loughran) Tier 1 - Teaching (professional development, support for ECTs)	Termly Subject Leader training days - with information and training resources to disseminate into school. Thursday 13th June 2024: 9.30am – 3.30pm (Nutgrove) Compulsory for Headteachers to attend all dates.
KS1 Teachers	History – developing subject knowledge (History Rocks) Tier 1 - Teaching (professional development, recruitment and retention)	KS1 teachers only staff meeting: Monday 24th June 2024: 3.30pm - 4.30pm (online)
Headteachers	Headteacher Conference 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)	Thursday 11th July 2024: 9am – 4pm and another date tbc. Venue tbc.

Other

Specialist training		
Irlen Screener training (Tbc)	Tier 1 - Teaching (professional development, support for ECTs)	Ladywood Outreach Service
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Dyslexia Assessor training (Tbc)	Tier 1 - Teaching (professional development, support for ECTs)	Ladywood Outreach Service
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
SEND training	Tier 1 - Teaching (professional development, support for ECTs)	Martin Haskins?? Platt Bridge SENDCo training paperwork
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Teachers	Maths Hub coaching support	Coaching model around mastery
	Tier 1 - Teaching (professional development)	Maths Hub (Turton and Edgeworth)