

Pupil premium strategy statement – West Cliff Primary 2020 - 2023

School overview

Metric	Data
School name	West Cliff Primary School
Pupils in school	185 + nursery
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£66800
Academic year or years covered by statement	2020 - 23
Publish date	01.10.20
Review date	01.09.21
Statement authorised by	Mat Brown
Pupil premium lead	Christina Zanelli
Governor lead	Mark Boagey

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a
Measure	Activity
Priority 1	Ensure all relevant staff receive training to use Balance effectively in their classrooms to support planning and assessment
Priority 2	Ensure all staff are up to date with Compass Buzz training and can support children's mental health in their classroom
Barriers to learning these priorities address	Ensuring staff use assessment for learning to shape lessons daily
Projected spending	£20000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress score of at least 0 in reading	Sep 21
Progress in Writing	Achieve progress score of at least 1 in writing	Sep 22
Progress in Mathematics	Achieve progress score of at least 1 in mathematics	Sep 21
Phonics	Achieve at least 87% in psc	Sep 21
Other	Improve attendance of disadvantaged pupils to at least 96%	Sep 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide additional staffing (support staff) to teach workshops, or to pre teach or support in class to enable children to catch up – reading, writing , maths and phonics (post covid)
Priority 2	Encourage a love of writing (lost during COVID)
Barriers to learning these priorities address	Encouraging parents to recognise importance of reading and writing – even during situations such as the lockdown
Projected spending	£40000

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating post of attendance officer
Priority 2	Supporting disadvantaged pupils to access all areas of the curriculum with financial financial support..
Barriers to learning these priorities address	Improving attendance and full curriculum access for most disadvantaged pupils
Projected spending	£6800

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is given over to allow staff to become familiar with Balance and use it effectively to support teaching and learning	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Targeting support at the areas that will make the most difference for each child – Covid has meant children losing ground in many areas	Use of balance and phonics assessment data to drill down to small steps that will make a difference
Wider strategies	Engaging the families facing most challenges	Attendance lead to develop relationship with these families Class teachers work closely to encourage children to take part in wider opportunities

Review: last year's aims and outcomes

Aim	Outcome
75% of children achieving GLD – 100% PP 100% of PP children achieve phonics screening check	Pre COVID lots of progress was made in both areas and we were confident about reaching both targets Covid meant loss of learning and no testing – we have identified many gaps in phonics upon return to school but will work hard to address these
Vulnerable children supported by school Compass Buzz base created Attendance improved to 95% for pp children	Additional Compass Buzz groups were created and this support work began Attendance was at 95% for pp children at beginning of lockdown – however some pp children were not fully engaged with lockdown learning and now need to be reengaged
Whole school to develop resilience	Covid showed us exactly how resilient our learners are with 75% engaged meaningfully in remote learning We now need to focus on 25% that were less resilient.