



Pupil Premium Strategy: 2022-23



1. Summary information					
School	Upton Westlea Primary School				
Academic Year	2022-23	Total PP budget	£59,465 (+ £7,230)	Date of most recent PP Review	September 2022
Total number of pupils	200 (inc. Nursery)	Number of pupils eligible for PP	76 (+3 adopted from care)	Date for next internal review of this strategy	Spring 2023

2. Current attainment 2022-23		
	Pupils eligible for PP (your school)	National
% achieving expected standard or above in reading, writing & maths, Year 6	63%	59%
Progress in reading	+ 1.7	
Progress in writing	- 0.3	
Progress in mathematics	+ 2.3	
% achieving expected standard or above in reading, Year 2	63%	68%
% achieving expected standard or above in writing, Year 2	40%	58%
% achieving expected standard or above in maths, Year 2	57%	69%
% achieving expected standard in Phonics Screening Check, Year 1	55%	76%
% achieving Good Level of Development, Reception	52%	72%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A	Weaker oracy and communication skills than their peers (gap evidenced in speaking, understanding and listening and attention assessments on entry to Nursery / Reception – WELLCOMM / NELI). Many have general language difficulties (delayed language development). Some children with social communication difficulties also have speech/language difficulties.
B	Reading – Lower attainment on entry, less frequent daily individual reading at home and/or opportunities for reading for pleasure, greater difficulty in retaining and applying phonics. KS2 – less frequent daily individual reading at home, inference skills, explaining the meaning of words in context.
C	Lower starting points – weaker basic skills on entry to Nursery / Reception (gap evidenced in on-entry baseline in Reading, Writing and Maths).
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D	Social, mental health and emotional needs – some difficulties with regulating behaviour, social skills and peer relationships, some weaker parental engagement and lower attendance of pupils, increased proportion of families experiencing difficulties (and increasing Safeguarding needs).
E	Less opportunities to develop life experiences to make links / lack of stimulus to use within their learning – reading and writing.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	The gap between the PP pupils and other pupils nationally to significantly narrow.	The % of PP pupils achieving combined ARE in each year group is in line with (or above) national for other pupils.
B	Whole School – increase the proportion of PP pupils achieving ARE in Reading (measured in data, termly analysis, pupil progress meetings, end of year data analysis, pupils’ book monitoring and moderation).	60% whole school PP target for ARE in Reading.
C	All PP pupils making good progress from their own starting points to meet personal targets. Measured and monitored at half termly Pupil Progress Meetings (PPM’s).	All PP pupils making at least expected progress across their time in school.
D	Children will have regular contact with a family support worker and/or ELSA. Family support and parental engagement, high attendance for all PP children. Emotional and Social support.	Parents and children feel fully supported. Behaviour incidents decrease and attendance improves for all PP children.
E	Children will receive an enriched curriculum including residential trips, educational visits, visitors, after school / lunchtime clubs, forest school as well as access to high quality literature and models for reading and writing.	Increased number of PP taking part in enrichment activities and clubs. Improve the cultural capital of our PP children.

5. Review of Expenditure – Previous Academic Year: 2021-22

i. Quality of teaching for all

Action	Intended outcome	Impact	Cost	Next Step																																																																						
NELI (Nuffield Early Language Intervention programme)	To increase the proportion of PP pupils with age appropriate communication and language. In Reception develop oracy skills and confidence in communication.	<p>CH and AS have successfully completed their training on NELI and are currently organising the resources required.</p> <p>Dec baseline scores ready for programme to begin in January 2022:</p> <table border="1" data-bbox="869 408 1538 668"> <thead> <tr> <th>Name</th> <th>Age at Test</th> <th>Exp Lang</th> <th>Rec Lang</th> <th>Sent Rep</th> <th>List Comp</th> <th>SS</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>4.8</td> <td>79</td> <td>87</td> <td>81</td> <td>81</td> <td>79</td> </tr> <tr> <td>Child B</td> <td>4.11</td> <td>90</td> <td>114</td> <td>87</td> <td>81</td> <td>90</td> </tr> <tr> <td>Child C</td> <td>4.4</td> <td>91</td> <td>91</td> <td>69</td> <td>88</td> <td>84</td> </tr> <tr> <td>Child D</td> <td>5.0</td> <td>71</td> <td>73</td> <td>65</td> <td>65</td> <td>65</td> </tr> </tbody> </table> <p>July data:</p> <table border="1" data-bbox="869 767 1538 1023"> <thead> <tr> <th>Name</th> <th>Age at Test</th> <th>Exp Lang</th> <th>Rec Lang</th> <th>Sent Rep</th> <th>List Comp</th> <th>SS</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>5.3</td> <td>89</td> <td>73</td> <td>83</td> <td>91</td> <td>82</td> </tr> <tr> <td>Child B</td> <td>5.6</td> <td>91</td> <td>103</td> <td>116</td> <td>103</td> <td>102</td> </tr> <tr> <td>Child C</td> <td>5.0</td> <td>99</td> <td>111</td> <td>97</td> <td>110</td> <td>104</td> </tr> <tr> <td>Child D</td> <td>5.7</td> <td>81</td> <td>93</td> <td>85</td> <td>95</td> <td></td> </tr> </tbody> </table>	Name	Age at Test	Exp Lang	Rec Lang	Sent Rep	List Comp	SS	Child A	4.8	79	87	81	81	79	Child B	4.11	90	114	87	81	90	Child C	4.4	91	91	69	88	84	Child D	5.0	71	73	65	65	65	Name	Age at Test	Exp Lang	Rec Lang	Sent Rep	List Comp	SS	Child A	5.3	89	73	83	91	82	Child B	5.6	91	103	116	103	102	Child C	5.0	99	111	97	110	104	Child D	5.7	81	93	85	95		Staffing costs	NELI to continue next year in Reception and WELLCOMM in Nursery.
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Reading For Pleasure	To embed a love of reading and a purpose for their reading – pleasure. Improve parental engagement. Develop book corners in every classroom.	<p>All staff have ‘tweeted’ to parents the importance of reading this year. KS1 staff have already (10th Sept) sent home a ‘Reading for Pleasure’ book encouraging parents to sit down and read to their children. Parents are tweeting’ photos of them sharing books.</p> <p>Staff are continually tweeting and making comments on dojo regarding reading.</p> <p>LD has created two displays in the playground celebrating reading and reading in unusual places – Governors and staff are also involved.</p> <p>Reading corners have been used successfully throughout the year. All staff have promoted reading for pleasure within their classes. Children have been responding to the ‘Sparkly Box’ raffle tickets – raffle ticket for the number of times they’ve read at home.</p>	£250 (book corners)	Continue to promote Reading for Pleasure and the rewards for reading at home.																																																																						

Snack Provision	All pupils in EYFS receive a daily snack. (All KS1 and KS2 pupils on request).	EYFS continue to have daily snack. School have bought into the National Breakfast scheme which will commence after February half term. National Breakfast scheme has been very successful – all the children are offered a bagel / cereal as they enter the classroom – the up take from children has been good. Parents have been appreciative of the initiative. Staff have reported that children are no longer saying they are hungry in the morning and that they are engaged and more alert in morning sessions.	£200 plus parent contributions	Scheme was fully funded by the DfE this year however next year school will have to contribute 20% towards the cost – school feel it has been extremely successful and subsidise the cost.
'MyHappy Mind'	Create a positive, mental wellbeing culture in which our pupils build resilience, self-esteem and character. Develop life-long habits and learn to thrive.	'myhappymind' is taught every Monday in every class. This has continued into the Spring Term. Reception teach the sessions on a Friday morning. Children are becoming increasingly aware of how their brains work. 'myhappymind' has continued in all class throughout the Summer term.	£2100	Staff to discuss the value of 'myhappymind' and whether it is cost effective and supporting the children.
Reading / Phonics CPD for all staff	Increased knowledge of all staff including KS2 TAs on how reading and phonics are taught. Full implementation of the 'Little Wandle' Letters and Sounds programme.	All staff completed the 6 modules of training for 'Little Wandle' Letters and Sounds before the Autumn term commenced. Resources for 'Little Wandle' arrived the week beginning 6 th Sept. Twilight time on the 9 th Sept was given to start preparing the classroom environment and resources. 'Little Wandle' sessions began on the 13 th Sept, classes had already completed a baseline assessment. Completion of assessments – February half term: 48% Reception children on track 65% Year 1 children on track Completion of assessments – June 2022: Reception: 52% on track Year 1 Phonics Screening: 12/20 60% not including our provision, 12/22 54% including our provision	£1500 Phonic Reading books £750 Little Wandle subscription	Continue with Little Wandle next year but 'tweak' it to meet the needs of our specific cohorts.
Daily targeted basic skills and times tables	Increase the proportion of PP pupils achieving in Maths.	Morning Maths has begun again in each class for all children at the beginning of the year. Children particularly in KS2 were encouraged to take part in Times Table Rockstars. Y2 Mental Maths / Basic skills booster (LD) 3/7 PP children Y2 Mental Maths / Basic skills booster (LD) 4/7 PP children Y6 Maths / SATs preparation (JP)	£120 (White Rose) £95 (Timestable Rockstars)	Morning Maths and Maths boosters will continue next year.

		<p>Y4 Maths Multiplication Booster (VF) Y4 Maths Multiplication Booster (SK) Y4 Maths Basic Skills Booster (DW) 3/4 PP children Y3 Basic Maths Booster (CL) 5/6 PP children Y2 Basic Maths Booster / SATs preparation (LD) Y1 Basic Maths Booster (FMc)</p>		
Daily targeted Phonics	Maintain high levels of phonic achievement for all PP pupils.	<p>Little Wandle and consistent progressive phonic scheme has been introduced. Daily phonics lessons are taught in Reception, Years 1 and 2. Phonics has been a priority since lockdown ended. New emphasis has been put on the structure of the phonic sessions and the individual 'mop up' sessions the children have in the afternoon.</p> <p>Y2 Phonics Booster (SB) 3/6 PP children Y5/6 Phonics Booster (JP) 3/3 PP children Y3/4 Phonics Booster (AB) 2/5 PP children Y3 Phonics Booster (JG) 4/5 PP children Y2 Phonics Booster (SB) 2/5 PP children</p> <p>Y1 Tricky Words (JR) ?5/6 PP children Y1 Vowel Digraph (DE) 2/2 PP children Y1 Blending (DE) 3/4 PP children</p> <p>Y5/6 Phonics Booster (JP) 2/2 PP children Y3/4 Phonics Booster (AB) 4/7 PP children</p> <p>Extra Phonic sessions in Years 1 and 2 to support the Phonics Screening test.</p>		Daily phonic sessions will continue in EYFS and KS1 and for those children in KS2 who have gaps in their phonic knowledge or who did not pass the phonic screening check.
'First News' subscription	Provide stimulus for writing and engage pupils in cross curricular reading for pleasure.	First News and Picture News is used throughout the year.	£111	Both subscription have now been cancelled.
Continue to embed Pathways to Write	Embed a structured approach to writing across the school. Improve the proportion of PP pupils achieving ARE in writing across the school.	Staff continue to use and embed Pathways in the Autumn Term – staff and pupils are enjoying the books and the engagement in writing has improved dramatically.	£995	Continue to embed Pathways to Write and Pathways to Spell.

		Stamina for writing is still a cause for concern in the Spring Term. Writing is still a cause for concern – 40% KS1, 65% KS2 – Writing will again form part of the SSIP for 2022-23.		
				Total Budgeted Cost: £6,121

ii. Targeted Support

Action	Intended outcome	Impact	Cost	Next Steps
Speech and Language sessions	Improve spoken language and storytelling of EYFS and KS1 pupils.	Hannah Taylor (new to Westlea) sees the children in Eden on a rotational basis. Hannah has continued to support those children accessing on-site learning in Eden however illness has prevented her from attending on some occasions. Hannah continues to see the children in Eden although more intervention is required. More children within the mainstream are accessing SALT sessions due to early identification in Nursery and Reception.	£83 + Staffing costs	Sessions will continue – school have requested more time with the increased number of pupils coming into Eden (in particular) with SAL needs.
IDL subscription	Allow specific pupils to access a multi-sensory intervention programme that uses sound, touch and voice with repetition to increase reading and spelling abilities.	Children from Year2 to 6 have been accessing IDL. Children from Year2 to 6 have been accessing IDL. 7 (6 PP) specifically identified children from Y6, 8 (7 PP) from Y5 and 6 (4 PP) from Y3 have been identified for IDL. Children from Year2 to 6 have been accessing IDL. 7 (6 PP) specifically identified children from Y6, 7 (7 PP) from Y5 and 6 (4 PP) from Y3 have been identified for IDL. Small steps progress has been made however children are not accessing IDL at home, parents are relying of staff doing it in school – this will cause an issue next year when classes have fewer staff.	£199	More emphasis will be put on IDL being done at home and parents supporting.

Intervention Support (JP)	Increase the proportion of PP pupils achieving ARE in Reading and Writing.	JP supports children in Y6 particularly with phonics and basic Maths concepts.	£22,227	Unfortunately JP will be class based next year so additional interventions will be difficult to provide.
Booster Groups /Catch-up/Face-to-Face sessions	Increase the proportion of PP pupils achieving ARE in Reading, Writing and Maths.	Face-to Face booster sessions commenced the week beginning 20 th Sept: Y6 Writing intervention (HK) 4/6 PP children Y6 Reading intervention (HK) 5/7 PP children Y5 Writing intervention (AN) 5/8 PP children Y4 Maths intervention (VF) 3/6 PP children Y4 Reading intervention (SK) 2/6 PP children Y3 Reading intervention (CL) 2/5 PP children Y6 Maths intervention (JP) 4/6 PP children Y6 Reading intervention (HK) 6/6 PP children Y5 Reading intervention (AN) 3/7 PP children Y4 Reading intervention (SK) 4/6 PP children Y4 Maths intervention (DW) 1/2 PP children Y3 Reading intervention (CL) 2/3 PP children Above sessions continued in the Summer Term.	Staffing costs	Staff requested that booster sessions commenced later in the year next year and they wanted their children in class. Significant movement expected within classes as the battalion will be moving out of the barracks so staff want to give children time to settle.
FirstClass@Number 1 /2 Maths intervention	Increase the proportion of PP pupils achieving ARE in Maths.	Y3 Maths intervention (JG) 2/3 PP children Y3 Maths intervention (JG) 2/3 PP children Y3 1 st Class Number Maths intervention (JG) 3/3 PP children	Staffing costs	Staffing may prevent this interventions from occurring next year .
Social Stories	Support vulnerable children with change.	Social Story written for LF (Y4) to support being in school and missing Mum.		
Assessments for Dyslexia and Pre Assessment checks	Formal diagnosis of pupils with Dyslexia. Completion of pre-assessment checks to aid planning and differentiation.	6 Pre-Dyslexia assessments were completed throughout the year and strategies put in place in each of the classrooms.	£600 assessments £300 pre-assessment checks	Continue to provide Dyslexia Assessments.
Bespoke interventions – Inference,	Increase the proportion of PP pupils achieving ARE in Reading, Writing and Maths.	Y5 Beat Dyslexia – 2/2 PP HW Handwriting intervention in Year 5 Y5 Beat Dyslexia – 2/2 PP HW	Staffing costs	

Handwriting, Maths	The children's gaps in learning narrow and overcome barriers to learning.	Handwriting intervention in Years 4 and 5.		
				£23,409 + staffing costs

iii. Other approaches

Action	Intended outcome	Impact	Cost	Next Steps
Family Support Worker	Family support and increased parental engagement. High attendance for all PP pupils.	DG continues to support the vulnerable families. Attendance and Punctuality is above the normal at this current time. Dip in attendance – under 95% for the first time in a long time – COVID now classed as an illness. Lots of sickness and diahorrea this term.	£28,611	Continue to employ a Family Support Worker to work closely with the SENCO and attendance officer.
ELSA and Passion for Learning	Provide emotional and social support.	Passion for Learning: Commencing the week beginning 13.09.2021 RN working with GH (Y4) MM (Y4)– Wednesdays Commencing the week beginning 20.09.2021 J working with LC (Y6), TS (Y6), KBA (Y6) HB working with JA (Y2), JW (Y2), KMc (Y5), JF (Y1), LC (Y3) Enrichment club for 10 LKS2 pupils commenced the week beginning 20.9.2021 ELSA support began in Year 1 the week beginning 6 th Sept. All the above has continued into the Spring Term with the additional Passion for Learning volunteer.. M working with PM (Y3), AA (Y3) All the above continued into the Summer Term.	£8635 £1500	Continue to attend ELSA supervision sessions and buy into Passion for Learning. In addition next year buy into the 'StoryHouse' Chester, enrichment sessions and workshops.
Attendance	Improve attendance of PP pupils and reduce persistent absences of PP pupils.	Attendance continues to be monitored on a fortnightly basis. Letters have been sent to parents. Persistent absences form continues to be completed and absences addressed. Autumn Term September - December 2021 Whole School – 95.1% PP – 94.3% Spring Term	£600 Attendance awards	Continue to raise the profile of attendance. Attend 'supervision' sessions with other schools within the EiP.

		<p>January – 11th March 2022 Whole School – 94.3% PP – 93.1% Persistent absences sheet shared with Governors.</p> <p>Summer Term June – 24th June 2022 Whole School – 94.7% PP – 93.1%</p>		
Forest Schools	<p>Children will be more familiar and confident learning how to use tools safely which in turn promotes trust. Raise pupil's confidence and self-esteem which will enhance learning therefore making good/outstanding progress in school.</p>	<p>Eden – On-going throughout the year: "Forest school makes you feel good, you get fresh air and feel refreshed." "I'm more of an outdoor kid than an indoor kid." "It is great for learning how to survive in the wild." "It's better learning outside, it's fun." "It's good to make dens and play games." "I want to do other subject in forest school, like History and Science." Autumn Term 1 – Year 2 "I love forest school! I like being outside and working together!" "I liked it when we had marshmallows round the fire. It was the first time I had seen a proper fire." "Mr Ellinson is really cool, he lets us climb trees and use the big sticks to make a den. One time he showed us all different animal habitats and we found a hole!" "Sometimes it is cold outside and I don't want to go out, but then when forest school starts I really enjoy it." "I wish we could do it every day!" Autumn Term 2 – Year 3</p>	£9652 + resources	Continue providing forest school to Eden weekly and the rest of the school half termly.

		<p>'I like using the compasses and we had to follow the red line to see where it took us'</p> <p>'I like Forest School because we made toffee apples'</p> <p>I like Forest School because we learn Science stuff'</p> <p>'I like Forest School because we drew chalk fireworks on the pavement'</p> <p>Spring Term 1 – Year 4</p> <p>'I like Forest school because you get lots of outside time and not sitting at your desk'.</p> <p>'I enjoyed doing all the Roman Games and things because I like learning about the Romans. I think it's interesting and fun'.</p> <p>'I like Forest school because we get to do something new every week and we get free time'.</p> <p>'I enjoy Forest School because we learnt to build and take care of the wildlife and I like Roman Games and Roman Catapults'.</p> <p>'I like bird watching because I like the different birds'.</p> <p>'I like everything about Forest Schools'.</p> <p>'I really enjoyed learning new games and playing them'.</p> <p>'I enjoyed Forest School because of the Roman Games'.</p> <p>Spring Term 2 – Year 5</p> <p>'I like it when we get treats'.</p> <p>'I like it when we play new games and different activities'.</p> <p>'I like building dens and climbing trees'.</p> <p>'I like seeing wildlife and being outdoors'.</p>		
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		<p>'I like it when we do investigations. For example, I liked the investigation using bicarb and vinegar to show reversible and irreversible changes'.</p> <p>'I liked the tasks when we had to match up the stars to make constellations'.</p> <p>'I liked it when we had to make animal prints out of materials from nature'.</p> <p>'I liked walking around the field to see how many steps we could do'.</p> <p>'I like when we roast marshmallows and have hot chocolate!'</p> <p>'I like saying thank you to Forest School and showing appreciation for all the activities we can do'.</p> <p>'I liked it when we made our Solar System using our bodies to be the different planets'.</p> <p>Summer Term 1 – Year 1</p> <p>'It's fun'</p> <p>'We play stuck in the mud'</p> <p>'I did dens and climbed trees'</p> <p>'We roasted marshmallows'</p> <p>'We played one, two, three, where are you?'</p> <p>Summer Term 2 – Year 6</p> <p>'Sense of adventure and discovery'</p> <p>'We made elderflower fritters on the campfire'</p> <p>'We don't have to do reading and writing but we're still learning'</p> <p>'In Year 4 we made pancakes on the campfire'</p> <p>'It teaches you to stay safe in the environment'</p>		
<p>Enrichment Activities (trips, visits, residential)</p>	<p>Broaden life experiences and stimuli for vulnerable pupils. (Provide stimulating wider life experiences).</p>	<p>Autumn Term</p> <p>Y6 Chester Military Museum</p> <p>Y3/4 representatives to Chester Zoo</p> <p>Y1 Locality Walk</p> <p>Y6 Bikeability</p> <p>Y2 Zambia Workshop</p> <p>Y5 Grosvenor Museum and River Dee Boat Trip</p> <p>Y3 Gazebo Days with Passion for Learning</p> <p>Y2 Chester Tour Bus Trip</p> <p>Whole School – Parliament Week</p> <p>Y1/2 Visit from Local Fire Engine</p> <p>Y4 Lantern Workshop & Lantern Parade around Chester</p>		<p>Continue to provide trips, visits, visitors, residential throughout the year.</p>

		<p>Y3 Explore, Wrexham</p> <p>Students from the King’s School have been supporting classes as part of their enrichment activities.</p> <p>Spring Term: Y5 Residential to York via train Whole School – Defib Training Golfstarz – KS2 Y6 Geography foeldwork in Chester and visit to the Storyhouse Y1 Chester Zoo Whole School PCSO visit re. Internet Safety and Road Safety Y5 Puberty, Healthbox Y2 Don’t Skip Breakfast, Healthbox Y1 Packed Lunch Pals, Healthbox Y5 Safety Central Y2 Grosvenor Museum – Toy Workshop Y3 Blue Planet Golfstarz – Reception and KS1</p> <p>Summer Term: Y4 Residential to Condover Y1 Liverpool Museum to look at Space Y2 Residential to Tattenhall Y4 Passion for Learning – Nature Days Y4 Let’s Walk Training Y6 Residential to Min-Y-Don</p>		
<p>Wider Opportunities (Sport and Music)</p>	<p>Improve pupil confidence, memory and performance skills. Improve the wellbeing, behaviour and engagement of targeted pupils.</p>	<p>Golfstarz has worked with KS2 during Spring 1. Golfstarz has worked with Reception, Years 1 and 2 during Spring 2. The intention is for Golfstarz to provide an ASC in the Summer Term for all age groups. Golfstarz club was introduced in the Summer Term for all year groups. Year 5 have participated in Music Enrichment from Edsential – all children were given the opportunity to play a brass instrument. Selected children participated in an ‘AmaSing’ event at the Storyhouse in Chester where they performed with other schools from Cheshire West and Chester.</p>		<p>Continue to provide enrichment activities throughout the year.</p>

Playground Leaders	Reduction in poor behaviour. Children engaged in activities and are not 'bored'. More opportunities to work together, socialise and buddy younger children.		£300 for additional play equipment	Identify a TA to lead the Playground leaders and for the new Playground leaders for the 2022-23 academic year are trained. CJ (PE subject leader to support).
TA record of Impact	Clear pupil progress records that support teacher judgements at PP meetings. Support judgement for future support of pupils.	TA are now recording information on EDUKEY – this will continue throughout the year. <i>Edukey has been very beneficial this year – TAs have been able to record the progress of the children in one central place – it's easily accessed by class teachers and SENCO.</i>	Staffing costs	Purchase EduKey for another year – SLT to be more robust on the checking that evaluations have been completed.
Horse Riding	Develop co-ordination and the organisation of movement in turn aiding balance and muscle tone. Engage in a relationship with a real living creature improve cognitive and language skills and social skills.	Unfortunately these sessions have not yet started. <i>Unfortunately these session have not yet started however CH has enquired about a start date. Fingers crossed horse riding will commence again in the Autumn term particularly for our Eden children.</i>	£1590	CH to look into accessing the horse riding sessions in the Autumn term – initially for Eden but then 'roll' it out to our most vulnerable children in mainstream.
Breakfast and After School Clubs	Provide a safe and stimulating environment. Provide stability and continuity for children. Enhance social, cultural and physical development of children. Encourage positive attitudes towards behaviour. Create independence and co-operation. Support parents wishing to return to work.	Breakfast Club and After School Club reverted back to their original times in September. They continue to be well attended by children for all year groups. Staff at ASC are now regularly 'tweeting' what they have done in club. <i>Breakfast Club and After School Club are still proving to be successful. Vulnerable children have been given free spaces and some children have been supported by social services. The reviews on the monthly parent newsletters show the amount of work done in Breakfast club and ASC and the important service it provides to some of our parents. Parents will receive reports from JM re. their progress and engagement in ASC. He also links closely with the EYFS staff to pass on any information about the Reception children for the Learning profiles.</i>		Continue Breakfast Club and After School Club – introduce more themed weeks. New staff to be appointment for the Autumn Term as JM and CC are leaving.
Additional Swimming	Improve the physical health and physical safety of swimming by achieving National Curriculum swimming requirements.	Sessions will potentially start in the Summer Term when Y6 children have been assessed. <i>Year 6 are currently swimming, they have had 2 sessions so far – an accurate assessment will be shared on the website at the end of the academic year.</i>		Identify those Y6 children at risk of not achieving the standard earlier and put in extra tuition sessions.
Homework Club	To enable PP pupils to access equipment and teacher support.	Staff have been concentrating on the tutor led sessions and boosters rather than a homework club.		To provide a homework club at one lunchtime next academic year.

		Same as the Autumn Term		
Family Member to School sessions	Engage parents in school life and invite them to work with their children.	<p>Unfortunately, these sessions have not yet started. However, parents were invited into school for Xmas plays (EYFS & KS1) and Carols by Candlelight (KS2) – all thoroughly enjoyed by the parents (and children). Family Member to school sessions have not yet started however parents were invited into school in March to view their child's books. There would then be an opportunity to discuss what they have seen at Parents Evenings the following week.</p> <p>Unfortunately, the Family Member to School sessions have not commenced this term. We are however inviting parents in for Sports Days again and for Y6 and Nursery graduations. Staff are seeing parents more regularly on the playground and face to face meetings are on the increase.</p> <p>A Family Member to School day has been organised for October 2022 where staff will focus their activities around reading and phonics.</p>		Return to 'Family Member to School' afternoons in the Autumn Term – ideally one a term with a specific focus – the first one in the Autumn Term will look at reading.
				£48062 + other staffing costs and trip subsidies

6. Planned expenditure – Academic Year : 2022-23

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
NELI (Nuffield Early Language Intervention programme)	To increase the proportion of PP pupils with age appropriate communication and language. In Reception develop oracy skills and confidence in communication.	Proven high impact to close the gap with disadvantaged – EEF Core part of the DfE catch up programme.	On-going in Reception	CH	Termly during Pupil Progress Meetings	Staffing costs
Reading For Pleasure	To embed a love of reading and a purpose for their reading – pleasure. Improve parental engagement. Develop book corners in every classroom.	Poor attitude towards reading from pupils and poor engagement from parents.	Monitoring – lesson observation focus, data, pupil work, pupil voice. Support from reading lead. ‘Love to Read’ books send home for parents to share as well as normal reading books.	HK	Termly Guided Reading observations / discussions	£200 (book corners)
Snack Provision	All pupils in EYFS receive a daily snack. (All KS1 and KS2 pupils on request).	PSED and communication development in Nursery and Reception.	EYFS lead monitoring	EC	Each term	£200 plus parent contributions
SCARF – Coram Education	Create a positive, mental wellbeing culture in which our pupils build resilience, self-esteem and character. Develop life-long habits and learn to thrive.	Previous success of approach in other similar schools	Monitoring of sessions Pupil Voice	All staff	Each term	£365
Reading / Phonics CPD for all staff	Increased knowledge of all staff including KS2 TAs on how reading and phonics are taught. Full implementation of the ‘Little Wandle’ Letters and Sounds programme.	High proportion of KS2 children with gaps in their phonic knowledge.	Lesson / intervention observations. Monitoring and subject leadership.	LD All staff	Each term	£750 Little Wandle subscription
Maths No Problem /Mastering Number CPD	Improve the mastery approach. Full implementation of the ‘Maths No Problem’ scheme.	Higher proportion of children achieving the Expected Level at KS1 and Greater Depth in KS2,	Lesson / intervention observations. Monitoring and subject leadership.	VF All staff	Each term	£5827 Maths No Problem Subscription and Resources

Daily targeted basic skills and times tables	Increase the proportion of PP pupils achieving in Maths.	Previous success of approach in school Preparation for Year 4 multiplication tests.	Support from Maths lead Monitoring of sessions Times Table Rockstars data sheets	All staff	Each term	£113 (Timestable Rockstars)
Daily targeted Phonics	Maintain high levels of phonic achievement for all PP pupils.	Previous success of approach in school Preparation for Phonic Screening Check	Monitoring of sessions. Half termly phonic checks	FMc, LD, DE, SB, PH	Half termly	
'First News' subscription	Provide stimulus for writing and engage pupils in cross curricular reading for pleasure.	Previous success of approach in school	Support from Reading Lead. Observations of Guided Reading and Reading for Pleasure sessions.	LW All staff	Each term	£111
Curriculum Development	Develop a clear progression of vocabulary across the curriculum.	New OFSTED guidance re. curriculum development based on extensive research.	Monitoring – lesson observation focus, pupil voice, book scrutiny.	SLT Subject leads	On-going	Release staff to observe and scrutinise work. SG cover £6000
Continue to embed Pathways to Write	Embed a structured approach to writing across the school. Improve the proportion of PP pupils achieving ARE in writing across the school.	Scheme began in March 2019. Now needs to be embedded throughout the whole school. Still not had a full year of Pathways to see the impact due to COVID.	Support from Writing/Curriculum Lead. Monitoring by Literacy Company	All staff HK	Half termly	£995

Total Budgeted Cost: £15,221

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Speech and Language sessions	Improve spoken language and storytelling of EYFS and KS1 pupils.	Respond to an identified barrier. WELLCOMM assessments NELI assessments EEF toolkit evidence	Half termly monitoring by the SENCO. Regular meetings with staff delivering programmes.	CH, AS, PH	Half termly	
IDL subscription	Allow specific pupils to access a multi- sensory intervention programme	Previous experience has demonstrated positive	Completion of IDL sessions with TA / Parents	CH, JG	Half termly	£199

	that uses sound, touch and voice with repetition to increase reading and spelling abilities.	impact from this intervention/programme.				
Booster Groups /Catch-up/Face-to-Face sessions	Increase the proportion of PP pupils achieving ARE in Reading, Writing and Maths.	Previous experience has demonstrated positive impact from this intervention/programme.	Intervention feedback sheets Pupil Progress Meetings Termly assessments Monitoring / Observations	SLT, Teachers	Half termly	Staffing costs
FirstClass@Number 1 /2 Maths intervention	Increase the proportion of PP pupils achieving ARE in Maths.	Previous experience has demonstrated positive impact from this intervention/programme.	Intervention feedback sheets Pupil Progress Meetings Termly assessments Monitoring / Observations	CH, VF, Year 2 staff	Half termly	Staffing costs
Social Stories	Support vulnerable children with change.	Effective intervention for addressing the needs of those children with specific social difficulties.	Continue using strategy to engage with pupils when needed.	DG, JR	Termly reviews	
Assessments for Dyslexia and Pre Assessment checks	Formal diagnosis of pupils with Dyslexia. Completion of pre-assessment checks to aid planning and differentiation.	Previous experience has demonstrated positive impact from these assessments. Appropriate strategies and interventions are put in place following assessments.	Strategies implemented following assessment will be monitored through: Pupil Progress Meetings Termly assessments Monitoring / Observations	CH Caroline Hough	On-going	£600 assessments £300 pre-assessment checks
Bespoke interventions – Inference, Handwriting, Maths	Increase the proportion of PP pupils achieving ARE in Reading, Writing and Maths. The children’s gaps in learning narrow and overcome barriers to learning.	Previous experience has demonstrated positive impact from this intervention/programme.	Intervention feedback sheets Pupil Progress Meetings Termly assessments Monitoring / Observations	CH, staff involved in interventions	Half termly	Staffing costs
Total Budgeted Cost: £1,099 + staffing costs						

iii. Other approaches		
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Family Support Worker	Family support and increased parental engagement. High attendance for all PP pupils.	Needs driven – identified barrier. Previous success of approach in school.	Monitoring Pupil Voice Boxhall Profile, CPOMS, Fagus	DG	On-going	£32,920
ELSA, Passion for Learning and Storyhouse	Provide emotional and social support.	Previous success of approach in school.	Monitoring Pupil Voice	DG, Passion for Learning	On-going	ELSA Supervision £175 Passion for Learning £1500 Storyhouse £1500
Attendance	Improve attendance of PP pupils and reduce persistent absences of PP pupils.	Previous attendance gap for PP pupils.	Fortnightly meetings to monitor	KC, DG	Fortnightly all year	£600 Attendance awards
Forest Schools	Children will be more familiar and confident learning how to use tools safely which in turn promotes trust. Raise pupil's confidence and self-esteem which will enhance learning therefore making good/outstanding progress in school.	Previous success of approach in school. Eden – one session per week. Y1-6 each class has a half term. Reception / Nursery ad hoc sessions to fit in with topic.	Session observations Pupil Voice Monitoring Photographs	JE	Half termly	£10,038 + resources
Enrichment Activities (trips, visits, residential)	Broaden life experiences and stimuli for vulnerable pupils.	EEF research evidences +9 months With the implementation of the new curriculum each year group has been given more	Twitter, website Photographs Pupil Voice Pupil work	All staff	On-going	

	(Provide stimulating wider life experiences).	opportunity to participate in trips etc bespoke to their topics.	Parent and Governor newsletters.			
Wider Opportunities (Sport and Music)	Improve pupil confidence, memory and performance skills. Improve the wellbeing, behaviour and engagement of targeted pupils.	Previous success of approach in school.	Twitter, website Photographs Pupil Voice Pupil work Parent and Governor newsletters.	All staff	On-going	
Playground Leaders	Reduction in poor behaviour. Children engaged in activities and are not 'bored'. More opportunities to work together, socialise and buddy younger children.	Previous success of approach in school. Improve behaviour on the playground particularly during lunchtime. Lots of opportunities for sharing and taking turns particularly for the EYFS pupils and more vulnerable.	Observations Feedback for staff and pupils Behaviour walks.	SLT, CJ	On-going	
TA record of Impact	Clear pupil progress records that support teacher judgements at PP meetings. Support judgement for future support of pupils.	Previous success of approach in school. (Future for TAs to deliver less interventions, instead in class supporting and satellite to enable class teachers to deliver first quality teaching to groups of pupils).	Monitoring Pupil Progress Meetings	SLT CH All TAs	On-going	EduKey £915 Staffing costs
Horse Riding	Develop co-ordination and the organisation of movement in turn aiding balance and muscle tone. Engage in a relationship with a real living creature improve cognitive and language skills and social skills.	Previous success of approach in school. Encourage parents to participate in the sessions particularly with our Eden pupils.	Observations Pupil and Parent voice	CH, LW	Termly	£1590

Breakfast and After School Clubs	Provide a safe and stimulating environment. Provide stability and continuity for children. Enhance social, cultural and physical development of children. Encourage positive attitudes towards behaviour. Create independence and co-operation. Support parents wishing to return to work.	Previous success of approach in school. Used by families who need support.	Monitoring Discussions with Breakfast and After School club staff Parent questionnaire	SLT, NR, SG, AB	On-going	Staffing Costs
Additional Swimming	Improve the physical health and physical safety of swimming by achieving National Curriculum swimming requirements.	Requirement for Y6 pupils to achieve a certain standard before they leave primary school.	Observations and assessments during swimming sessions	CJ, HK	Following Y6 swimming sessions	
Homework Club	To enable PP pupils to access equipment and teacher support.	Previous success of approach in school.	Pupil / Parent voice Completed homework regularly given in.	HK	Half termly	
Family Member to School sessions	Engage parents in school life and invite them to work with their children.	Parents (and pupils) thoroughly enjoy the sessions. Opportunities this year to participate in themed sessions on Reading, Science and Maths.	Verbal feedback from class teachers and pupils. Parent questionnaire.	All staff	Termly	
Total Budgeted Cost: £49,238 + additional staffing cost and resources						

7. Additional detail

- The Pupil Premium Strategy is updated annually each Autumn.

- Upton Westlea monitors the impact of the Pupil Premium Strategy through a wide range of monitoring activities e.g. data review, pupil progress meetings, observations, pupil voice etc.
- Governors regularly monitor the impact of PP spending.
- It should be noted that some of the additional costs will come out of the general school budget and the PE and Sports Grant.