

## Westfield Primary 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	Westfield Primary
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 2022 – 2023 2023 - 2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Mrs S Hickey
Pupil premium lead	Mrs V Boyes
Governor / Trustee lead	Mrs K Moverley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44 210
Recovery premium funding allocation this academic year	£4 060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48 270

## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Pupil premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low-income families. The additional funding was to help schools "narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds". The majority of the pupil premium is spent on supporting children with accessing the core subjects of Literacy and Numeracy. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum. Children's key stages of development are also a key focus. Early identification is paramount and the staff at Westfield Primary School, with guidance from the SENCO and Subject Leaders, may need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths.

In addition, we recognise the social and emotional needs which can cause a barrier to learning and the school promotes funding to support pupils and parents through the employment of a Pastoral Manager and therapeutic intervention.

### Challenges

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

Challenge number	Detail of challenge
1	Social and emotional barriers
2	Parental engagement
3	Confidence issues / self esteem
4	Individual attendance issues
5	

## 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
Increased attainment and progress in writing	KS2 – narrow the gap between disadvantaged and non-disadvantaged pupils in school. Current attainment difference of -6.8% at ARE and -11.7% at GDS. Current progress difference of -19.9% at expected progress
Emotional wellbeing and behaviour support of pupils post Covid 19	Children demonstrate greater resilience Children settle quickly into lessons – disruptions remain a rarity Reduction in incidents for those pupils receiving emotional well-being intervention
Attendance	Attendance for pupil premium children is above 95% and support offered where attendance fall below this expectation.

### 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: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of Disadvantaged Champion to provide support and model best practice/CPD/review current targets and evaluate impact		1, 2,3,4
Retention of TA staff to support Quality First Teaching and support KUNCU feedback principles	Education Endowment Foundation Teaching and Learning Toolkit – Feedback	3

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

Budgeted cost: £25 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of support staff to provide ELSA, Lego therapy and Friendship Group interventions	Education Endowment Foundation Teaching and Learning Toolkit – Behaviour interventions	3
Provision of support staff to provide parental support and engagement	Education Endowment Foundation Teaching and Learning Toolkit – Parental engagement	2
Small Group “booster” tuition for Y6 pupils	Education Endowment Foundation Teaching and Learning Toolkit – Small group tuition	2 and 3

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

Budgeted cost: £10 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of lunchtime “nurture” facility	Education Endowment Foundation Teaching and Learning Toolkit – Social and emotional learning	1, 3 and 4

Support for vulnerable pupils at lunchtime through the employment of two playworkers	Education Endowment Foundation Teaching and Learning Toolkit – Social and emotional learning	1, 3 and 4
Individual 1:1 support for specified vulnerable pupils at lunchtime	Education Endowment Foundation Teaching and Learning Toolkit – Social and emotional learning	1, 3 and 4
Musically talented pupils to take part in individual / small group music lessons	Education Endowment Foundation Teaching and Learning Toolkit – Social and emotional learning Teaching and Learning Toolkit – Arts Participation	1,2,3 and 4
Educational visits to be free of charge	Education Endowment Foundation Teaching and Learning Toolkit – Social and emotional learning Teaching and Learning Toolkit – Art and Sports Participation	1,2,3 and 4

**Total budgeted cost: £48 700**

## 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 2020 to 2021 academic year.

- Funding for whole school teaching staff and support staff one-hour training session on attachment issue in the classroom – Increased staff awareness and response to Covid related issues. Pupils settled well on return to school. Overall school absence in autumn 2020 (2.3%) was in lowest 20% of all schools
- Funding to provide small group intervention throughout KS1 and KS2 – Project X-Code, Success at Arithmetic, First Class at Number
- Funding to secure part time teaching assistant to deliver high quality intervention with focus on PP pupils where appropriate
- Funding to secure training for additional ELSA trained TA to ensure increased capacity to support individual and small group intervention across school
- Continue funding to secure full time ELSA trained TA for individual and small group interventions across the school

PERCENTAGE OF PUPILS AT OR ABOVE EXPECTED PROGRESS										
		READING			WRITING			MATHS		
		AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
Y1	3	Data unavailable								
Y2	4	50	75	100	100	NA	100	75	100	75
Y3	3	Data unavailable								
Y4	5	80	60	80	100	NA	60	100	80	100
Y5	7	100	71	86	71	NA	57	86	86	100
Y6	9	63	88	100	100	NA	100	75	75	67

Funding for small group / individual tuition in maths and literacy provided by qualified teacher – Y5 and Y6 pupils to deliver high quality intervention with focus on writing and maths – Writing – gap in percentage of pupils attaining ARE or above in writing narrowed by 11.6% in Y5 and 20.5% in Y6 and for maths by 11.7 in Y5 and 2.0% in Y6. However, progress and attainment in writing continues to be an area for development.

- Funding to secure PPF pupil intervention group – Y5 and Y6 pupils to deliver high quality intervention with focus on writing and maths – Writing – gap in percentage of pupils attaining ARE or above in writing narrowed by 11.6% in Y5 and 20.5% in Y6 and for maths by 11.7 in Y5 and 2.0% in Y6. However, progress and attainment in writing continues to be an area for development.

- Continue funding to provide pastoral support and advice for pupils and parents – Parents able to seek advice, particularly important in response to Covid 19. Pupils settled well on return to school. Overall school absence in autumn 2020 (2.3%) was in lowest 20% of all schools
- Fund staffing of nurture room facilities at lunchtime – Vulnerable pupils supported throughout lunchtimes. Improvement in social development skills and more ready to learn during afternoon sessions
- Funding to support vulnerable pupils during lunchtime – outdoor support through employment of two Play workers – Vulnerable pupils supported throughout lunchtimes. Improvement in social development skills and more ready to learn during afternoon sessions
- Funding to support specific vulnerable pupils during lunchtime – TA support for identified pupils – Individual pupil supported throughout lunchtimes. Improvement in social development skills and more ready to learn during afternoon sessions
- Funding provided for music tuition within school – 100% PP pupils able to access music tuition
- Funding provided for school visits – 100% PP pupils attended school visits

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Continue funding to secure full time ELSA trained TA for individual and small group interventions across the school and parental support
What was the impact of that spending on service pupil premium eligible pupils?	Please see progress data