

Westfield Primary Pupil Premium Strategy Statement 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	443
Proportion (%) of pupil premium eligible pupils	9% (40 pupils Sept 23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 – 2023 2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs S Hickey
Pupil premium lead	Mrs V Boyes
Governor lead	Mr H Scott / Mrs K Moverley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49 420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49 420

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 are using strategies in order to feel settled to learn Children recognise overwhelming emotion and know how and where to access support Children identified as needing support are accessing this 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: £ 20 500

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: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of support staff to provide ELSA, Friendship Group, Draw for Talk interventions and Advotalk	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: £ 11 700

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

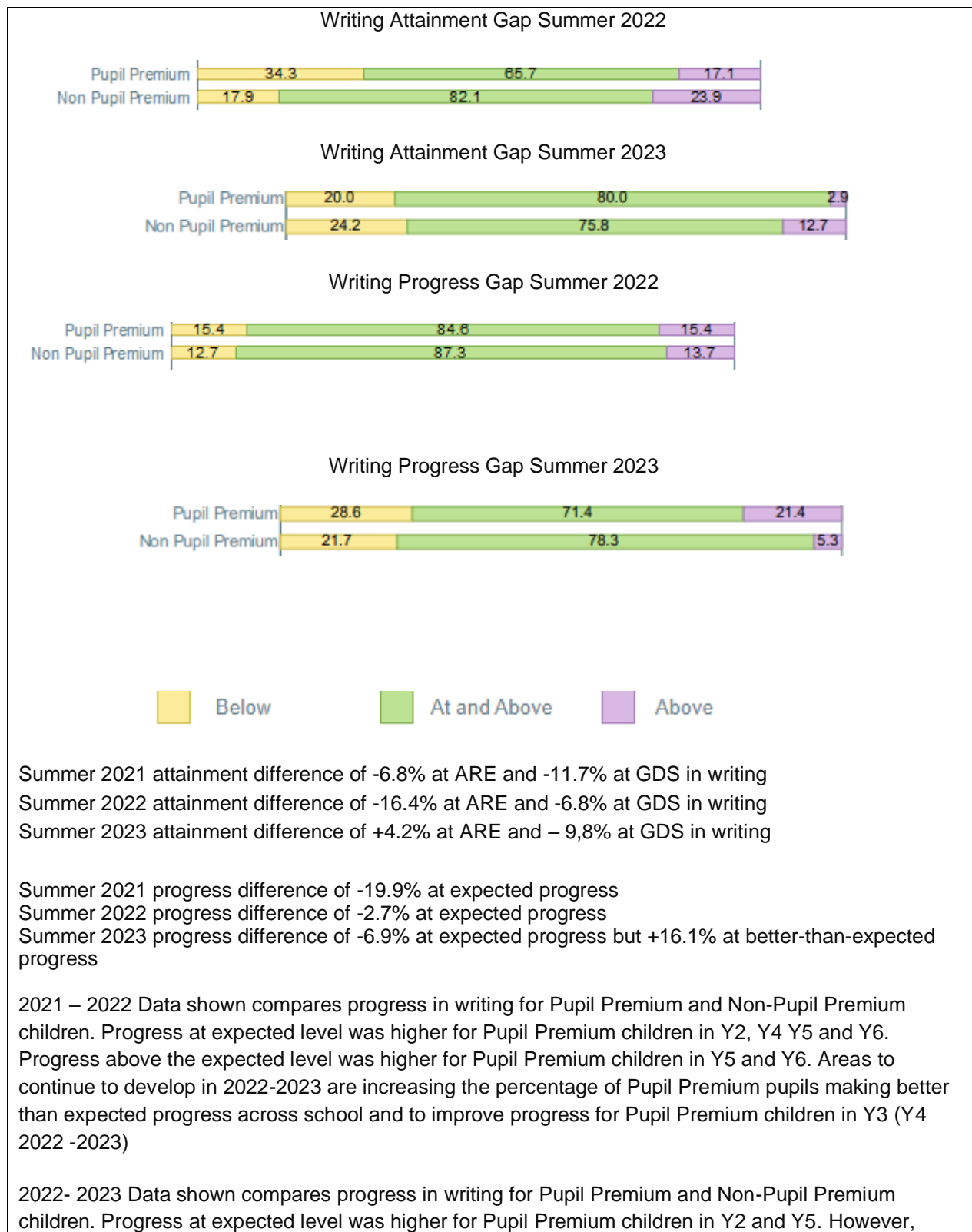
Support for vulnerable pupils at lunchtime through the employment of two playworkers	Education Endowment Foundation Teaching and Learning Toolkit – Social and emotional learning	1, 3 and 4
Musically talented pupils to take part in individual / small group music lessons	Education Endowment Foundation 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: £ 62 200

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 2021 to 2022 and 2022 - 2023 academic years.



progress above the expected level has improved and was higher for Pupil Premium children in Y2, Y4, Y5 and Y6.

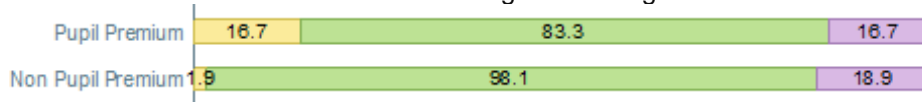
While better than expected progress for Pupil Premium pupils is now higher than Non-Pupil Premium pupils, expected progress was not as strong in 2023 when compared to 2022. In 2023 the percentage of Y3 pupils making less than expected progress rose by 50% when compared with their results in 2022. In Y4 the same increase was 26%.

Areas to continue to develop in 2023 -2024 are increasing the percentage of Pupil Premium pupils making expected progress in Y4 and Y5 (Y3 and Y4 in 2023 – 2024)

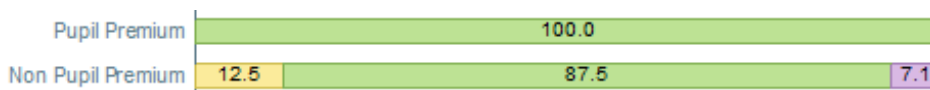
Year Two Writing Progress Summer 2022



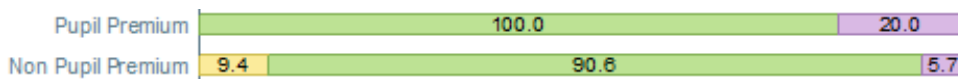
Year Writing Three Progress Summer 2022



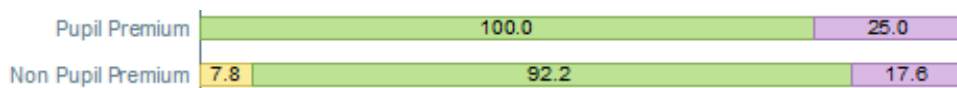
Year Four Writing Progress Summer 2022



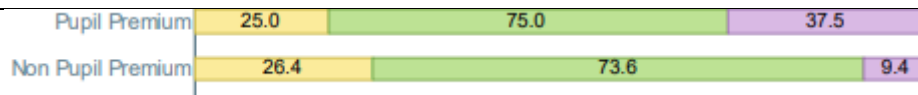
Year Five Writing Progress Summer 2022



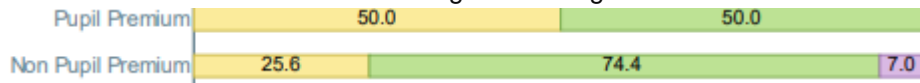
Year Six Writing Progress Summer 2022



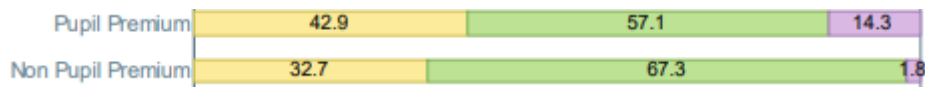
Year Two Writing Progress Summer 2023



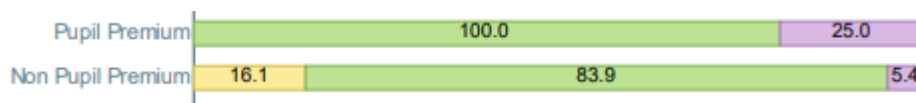
Year Writing Three Progress Summer 2023



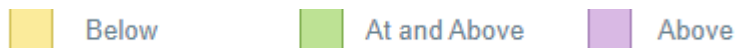
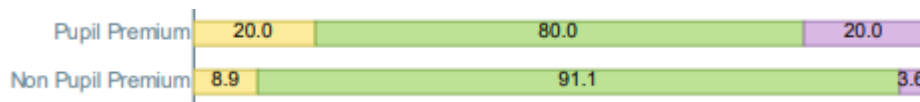
Year Four Writing Progress Summer 2023



Year Five Writing Progress Summer 2023



Year Six Writing Progress Summer 2023



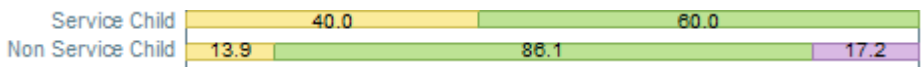
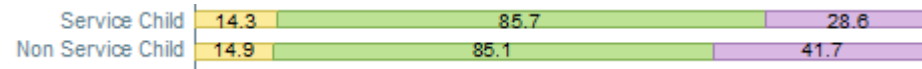
- Funding to provide small group intervention throughout KS1 and KS2 – Project X-Code, Success at Arithmetic, First Class at Number
- Continue funding to secure full time ELSA trained TA for individual and small group interventions across the school. Additional TA ELSA trained in 23 -23
- Continue funding to provide pastoral support and advice for pupils and parents – Parents able to seek advice
- 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
- 75% of Y6 Pupil Premium pupils attended residential in Oct 23 along with 2 Y5 Pupil Premium children
- Attendance for Pupil Premium pupils – 94% (Nov 2022). Attendance plans for two Pupil Premium pupils and support from EWO

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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?	<p>Progress in writing and attainment at Greater Depth to remain a focus for Service Children</p> <p>Whole School Progress Gap Summer 2022</p>  <table border="1"> <tr> <td>Service Child</td> <td>40.0</td> <td>60.0</td> </tr> <tr> <td>Non Service Child</td> <td>13.9</td> <td>85.1</td> <td>17.2</td> </tr> </table> <p>Whole School Attainment Gap Summer 2022</p>  <table border="1"> <tr> <td>Service Child</td> <td>14.3</td> <td>85.7</td> <td>28.8</td> </tr> <tr> <td>Non Service Child</td> <td>14.9</td> <td>85.1</td> <td>41.7</td> </tr> </table>	Service Child	40.0	60.0	Non Service Child	13.9	85.1	17.2	Service Child	14.3	85.7	28.8	Non Service Child	14.9	85.1	41.7
Service Child	40.0	60.0														
Non Service Child	13.9	85.1	17.2													
Service Child	14.3	85.7	28.8													
Non Service Child	14.9	85.1	41.7													

Diminishing the Difference

This report compares attainment of Pupil Premium Pupils and Non Pupil Premium Pupils at both the Expected Standard and Above the Expected Standard at the end of the Summer Term 2022. A pupils must have data in all three subjects to be included in the Combined analysis.

Year One 2022 - 2023

PP vs Non-PP	ARE	Reading			Writing			Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP
Year 2 (+)	AT+	100.00% (6/6)	PP +11.11%	88.89% (48/54)	100.00% (6/6)	PP +24.07%	75.93% (41/54)	83.33% (5/6)	PP +1.85%	81.48% (44/54)	83.33% (5/6)	PP +9.26%	74.07% (40/54)
ARE: EXS	Above	0.00% (0/6)	Non-PP +22.22%	22.22% (12/54)	0.00% (0/6)	Non-PP +7.41%	7.41% (4/54)	16.67% (1/6)	Non-PP +3.70%	20.37% (11/54)	0.00% (0/6)	Non-PP +5.56%	5.56% (3/54)

Year Two 2022 – 2023

PP vs Non-PP	ARE	Reading			Writing			Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP
Year 3 (+)	AT+	77.78% (7/9)	Non-PP +4.37%	82.14% (46/56)	66.67% (6/9)	Non-PP +6.55%	73.21% (41/56)	77.78% (7/9)	Non-PP +13.29%	91.07% (51/56)	66.67% (6/9)	Non-PP +1.19%	67.86% (38/56)
ARE: EXS	Above	0.00% (0/9)	Non-PP +30.36%	30.36% (17/56)	0.00% (0/9)	Non-PP +19.64%	19.64% (11/56)	0.00% (0/9)	Non-PP +30.36%	30.36% (17/56)	0.00% (0/9)	Non-PP +10.71%	10.71% (6/56)

Year Three 2022 – 2023

PP vs Non-PP	ARE	Reading			Writing			Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP
Year 4 (+)	AT+	100.00% (3/3)	PP +18.37%	81.63% (40/49)	66.67% (2/3)	Non-PP +4.76%	71.43% (35/49)	66.67% (2/3)	Non-PP +14.97%	81.63% (40/49)	66.67% (2/3)	Non-PP +0.68%	67.35% (33/49)
ARE: EXS	Above	66.67% (2/3)	PP +34.01%	32.65% (16/49)	0.00% (0/3)	Non-PP +14.29%	14.29% (7/49)	66.67% (2/3)	PP +38.10%	28.57% (14/49)	0.00% (0/3)	Non-PP +8.16%	8.16% (4/49)

Year Four 2022 – 2023

PP vs Non-PP	ARE	Reading			Writing			Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP
Year 5 (+)	AT+	85.71% (6/7)	Non-PP +1.32%	87.04% (47/54)	85.71% (6/7)	PP +7.94%	77.78% (42/54)	85.71% (6/7)	PP +2.38%	83.33% (45/54)	85.71% (6/7)	PP +11.64%	74.07% (40/54)
ARE: EXS	Above	42.86% (3/7)	PP +3.97%	38.89% (21/54)	14.29% (1/7)	PP +1.32%	12.96% (7/54)	71.43% (5/7)	PP +41.80%	29.63% (16/54)	14.29% (1/7)	PP +3.17%	11.11% (6/54)

Year Five 2022 – 2023

PP vs Non-PP	ARE	Reading			Writing			Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP
Year 6 (+)	AT+	100.00% (4/4)	PP +8.77%	91.23% (52/57)	100.00% (4/4)	PP +24.56%	75.44% (43/57)	100.00% (4/4)	PP +19.30%	80.70% (46/57)	100.00% (4/4)	PP +36.84%	63.16% (36/57)
ARE: EXS	Above	100.00% (4/4)	PP +56.14%	43.86% (25/57)	0.00% (0/4)	Non-PP +5.26%	5.26% (3/57)	50.00% (2/4)	PP +13.16%	36.84% (21/57)	0.00% (0/4)	Non-PP +5.26%	5.26% (3/57)

Year Six 2022 – 2023

PP vs Non-PP	ARE	Reading			Writing			Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP
Year 7 (+)	AT+	80.00% (4/5)	Non-PP +14.64%	94.64% (53/56)	80.00% (4/5)	Non-PP +0.36%	80.36% (45/56)	80.00% (4/5)	Non-PP +3.93%	83.93% (47/56)	60.00% (3/5)	Non-PP +13.21%	73.21% (41/56)
ARE: EXS	Above	0.00% (0/5)	Non-PP +32.14%	32.14% (18/56)	0.00% (0/5)	Non-PP +16.07%	16.07% (9/56)	20.00% (1/5)	PP +2.14%	17.86% (10/56)	0.00% (0/5)	Non-PP +5.36%	5.36% (3/56)