

Pupil premium strategy statement – Westfield Primary

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	9%
	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	16 December 2024
Date on which it will be reviewed	16 December 2025
Statement authorised by	Mrs S Hickey
Pupil premium lead	Mrs V Boyes
Governor / Trustee lead	Mrs H Scott Mrs K Moverley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53 250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£53 250

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.

As a holder of the Wellbeing Award for Schools, we recognise the importance of emotional and physical wellbeing. Funding is also allocated for school visits and extra-curricular activities to promote this ethos.

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	Low esteem / confidence issues

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 KS2 maths	KS2 – narrow the gap between disadvantaged and non-disadvantaged pupils in school. Current attainment difference of -9% at ARE and -8% at GDS. Current progress difference of -10% at expected progress
Increased attainment and progress in KS1 reading	KS1 – narrow the gap between disadvantaged and non-disadvantaged pupils in school. Current attainment difference of -27% at ARE
Increased participation in extracurricular activities / school representation	Ensure all pupils have access to extracurricular activities Pupil premium pupils engage in at least one extracurricular activity throughout the academic year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24 340

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
Retention of TA staff to support Quality First Teaching	Education Endowment Foundation Teaching and Learning Toolkit – Feedback	1, 2

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

Budgeted cost: £ 23 500

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	1, 2
Provision of support staff to provide parental support and engagement	Education Endowment Foundation Teaching and Learning Toolkit – Parental engagement	1, 2
Small Group “booster” tuition for Y6 pupils	Education Endowment Foundation Teaching and Learning Toolkit – Small group tuition	1, 2

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

Budgeted cost: £13 680

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, 2
Support for vulnerable pupils at lunchtime through the employment of two playworkers	Education Endowment Foundation Teaching and Learning Toolkit – Social and emotional learning	1, 2
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
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: £61 520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summative testing takes place at three points during the academic year. The school uses NTS testing for reading, maths and writing is teacher assessed throughout the year.

National data

End of EYFS			
% of Pupils Achieving Good Level of Development			
	Cohort	Disadvantaged pupils	Non disadvantaged pupils
School	73	100	52
National	68	72	70
LA	67		

Year One Phonics Screening	
% of Pupils Achieving Expected Standard 2024	
School	72
LA	80
National	82

End of KS2 - % of Pupils Achieving Expected Standard or above					
	Reading	Writing	GPS	Maths	R, W, M
2024 school result	85	85	87	70	62

2024 national result	74	72	72	73	60
Difference from national	+9	+13	+15	-3	+2
End of KS2 - % of Pupils Achieving above Expected Standard					
	Reading	Writing	GPS	Maths	R, W, M
2024 school result	18	21	44	20	7
2024 national result	29	13	30	24	
Difference from national	-8	+8	+14	-4	

End of KS2 - % of Pupils Achieving above Expected Standard						
	Reading		Writing		Maths	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
School	100	85	100	85	100	69
National	62	79	59	73	59	79
LA	61	79	51	76	58	78

Internal Key Stage One assessments – Summer 24

PP vs Non-PP	ARE	Reading				Writing				Mathematics				Combined			
		PP	Gap	Non-PP	Non-PP	PP	Gap	Non-PP	Non-PP	PP	Gap	Non-PP	Non-PP	PP	Gap	Non-PP	
Year 2 (+)	AT+	33.33% (2/6)	Non-PP +30.46%	63.79% (37/58)	50.00% (3/6)	Non-PP +20.69%	70.69% (41/58)	83.33% (5/6)	Non-PP +1.15%	84.48% (49/58)	16.67% (1/6)	Non-PP +43.68%	60.34% (35/58)				
	ARE: EXS	Above	16.67% (1/6)	PP +6.32%	10.34% (6/58)	0.00% (0/6)	Non-PP +8.62%	8.62% (5/58)	33.33% (2/6)	PP +19.54%	13.79% (8/58)	0.00% (0/6)	Non-PP +8.62%	8.62% (5/58)			
KeyStage 1	AT+	33.3% (2/6)	Non-PP 30.46%	63.8% (37/58)	50.0% (3/6)	Non-PP 20.69%	70.7% (41/58)	83.3% (5/6)	Non-PP 1.15%	84.5% (49/58)	16.7% (1/6)	Non-PP 43.68%	60.3% (35/58)				
	Above	16.7% (1/6)	PP +6.32%	10.3% (6/58)	0.0% (0/6)	Non-PP +8.62%	8.6% (5/58)	33.3% (2/6)	PP 19.54%	13.8% (8/58)	0.0% (0/6)	Non-PP +8.62%	8.6% (5/58)				

Internal Key Stage Two assessments – Summer 24

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+	100.00% (5/5)	PP +13.21%	86.79% (46/53)	100.00% (5/5)	PP +22.64%	77.36% (41/53)	80.00% (4/5)	Non-PP +6.79%	86.79% (46/53)	80.00% (4/5)	PP +6.42%	73.58% (39/53)
ARE: EXS	Above	20.00% (1/5)	Non-PP +12.08%	32.08% (17/53)	0.00% (0/5)	Non-PP +13.21%	13.21% (7/53)	20.00% (1/5)	Non-PP +10.19%	30.19% (16/53)	0.00% (0/5)	Non-PP +13.21%	13.21% (7/53)
Year 4 (+)	AT+	77.78% (7/9)	Non-PP +11.31%	89.09% (49/55)	66.67% (6/9)	Non-PP +16.97%	83.64% (46/55)	77.78% (7/9)	Non-PP +14.95%	92.73% (51/55)	55.56% (5/9)	Non-PP +28.08%	83.64% (46/55)
ARE: EXS	Above	22.22% (2/9)	Non-PP +25.05%	47.27% (26/55)	0.00% (0/9)	Non-PP +9.09%	9.09% (5/55)	11.11% (1/9)	Non-PP +25.25%	36.36% (20/55)	0.00% (0/9)	Non-PP +9.09%	9.09% (5/55)
Year 5 (+)	AT+	100.00% (3/3)	PP +27.08%	72.92% (35/48)	66.67% (2/3)	Non-PP +8.33%	75.00% (36/48)	66.67% (2/3)	Non-PP +25.00%	91.67% (44/48)	66.67% (2/3)	PP +6.25%	60.42% (29/48)
ARE: EXS	Above	33.33% (1/3)	PP +2.08%	31.25% (15/48)	33.33% (1/3)	PP +18.75%	14.58% (7/48)	33.33% (1/3)	PP +4.17%	29.17% (14/48)	33.33% (1/3)	PP +20.83%	12.50% (6/48)
Year 6 (+)	AT+	100.00% (6/6)	PP +16.98%	83.02% (44/53)	66.67% (4/6)	Non-PP +8.81%	75.47% (40/53)	83.33% (5/6)	PP +5.97%	77.36% (41/53)	66.67% (4/6)	PP +4.40%	62.26% (33/53)
ARE: EXS	Above	50.00% (3/6)	PP +8.49%	41.51% (22/53)	16.67% (1/6)	PP +12.89%	3.77% (2/53)	33.33% (2/6)	PP +10.69%	22.64% (12/53)	16.67% (1/6)	PP +12.89%	3.77% (2/53)
KeyStage 2	AT+	91.3% (21/23)	PP +8.05%	83.3% (174/209)	73.9% (17/23)	Non-PP 4.08%	78.0% (163/209)	78.3% (18/23)	Non-PP 8.82%	87.1% (182/209)	65.2% (15/23)	Non-PP 5.12%	70.3% (147/209)
	Above	30.4% (7/23)	Non-PP +7.84%	38.3% (80/209)	8.7% (2/23)	Non-PP +1.35%	10.0% (21/209)	21.7% (5/23)	Non-PP +7.93%	29.7% (62/209)	8.7% (2/23)	Non-PP +0.87%	9.6% (20/209)

Outcome One 2023 – 2024

KS2 – narrow the gap between disadvantaged and non-disadvantaged pupils in writing.

Summer 24 - attainment difference of -6.8% at ARE and -11.7% at GDS.

Summer 24 - progress difference of -19.9% at expected progress

School has successfully narrowed the gap between Pupil Premium and Non-Pupil Premium pupils:

Attainment difference narrowed by 3.8% at ARE and 10% at GDS

	2023 attainment difference between Pupil Premium and Non-Pupil Premium	2023 attainment difference between Pupil Premium and Non-Pupil Premium	Evaluation
ARE	-6.8%	-3%	Attainment gap narrowed by 3.8%
GDS	-11.7%	-1.7%	Attainment gap narrowed by 10%

School has successfully narrowed the progress gap between Pupil Premium and Non-Pupil Premium pupils. Expected progress gap narrowed and is 8% above expected progress of Non-Pupil Premium children. Outcome achieved.

Outcome Two 2023 – 2024

Emotional wellbeing and behaviour support of pupils post Covid 19

Children recognise overwhelming emotion and know how and where to access support – use of worry boxes. Children settle quickly into lessons – disruptions and low level concerns remain a rarity. Behaviour and attitudes judged as outstanding February 24. Children are supported through the implementation of Drawing for Talk therapy intervention and purchase of Advotalk counselling programme. School successfully awarded Wellbeing Award for Schools – June 23. Outcome achieved.

Outcome Three 2023 – 2024

Attendance for pupil premium children for the academic year 23 – 24 was 95% and support offered where attendance fell below this expectation. One pupil engaged with Advotalk to improve attendance. Outcome achieved.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Wellbeing coaching	Advotalk