

## Westfield Primary School Pupil premium strategy statement

### School overview

Detail	Data
School name	Westfield Primary School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22 – 24/25
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Miss Sandra Pope
Pupil premium lead	Miss Sandra Pope
Governor / Trustee lead	Miss Natalie Abel

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73059.96
Recovery premium funding allocation this academic year	£8700
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	£81,759.96

## Part A: Pupil premium strategy plan

### Statement of intent

At Westfield Primary school, we strive for all pupils to branch out, achieve their best and strengthen their emotional, social and physical well-being, irrespective of their background or any barriers they may face. This strategy makes evident our desire to support all our disadvantaged pupils, including most able, to achieve their potential.

It is crucial that there is an early identification of needs in order to establish the correct provision to be mapped out for each child. Through observation and careful planned assessment and monitoring, we will ensure that our disadvantaged children entering in EYFS have their needs recognised within the first half term. There is a key focus on language and communication, as this will build the foundations for learning.

At the centre of our strategy is delivering high quality education with a curriculum that allows our children to cultivate and apply their skills, knowledge and talents.

Through formal and informal robust assessment procedures, teachers will have a clear picture of which children and what priority areas need addressing through targeted support.

Teaching and learning opportunities will be differentiated to meet the needs of all pupils and help our disadvantaged children progress alongside their non-disadvantaged peers. Our strategy will focus on areas in which disadvantaged children require the most support, reading being the key focused priority.

We understand that some pupils will need support beyond quality first teaching in the classroom. Staff will be trained and given continuous professional development in order to deliver research driven, evidence based, proven interventions in order to plug the gaps, subsequently closing the gap between disadvantaged and non-disadvantaged children. We will be creative in the delivery of these interventions ensuring that all children are receiving the balance of a broad curriculum.

In light of the recent exceptional circumstances and disruption to school based learning, it is imperative that our strategy will focus on the emotional well-being of the children, where evidence has proven that disadvantaged children have suffered the most. Children thrive when they are happy, focused and their needs are being met emotionally. We will work closely with outside agencies to support our disadvantaged vulnerable children, such as those with a social worker.

Where our disadvantaged children are facing barriers to learning, such as poor attendance; we will ensure that approaches are put in place to support families. Furthermore, all children need to feel included and we will ensure that our disadvantaged children are able to participate fully, wear the correct uniform and feel part of our school community.

We acknowledge that some disadvantaged children may not have taken part in wide, rich set of experiences, therefore, we value the importance of providing first hand life experiences for our children, for example, through trips, visitors, resources and extra-curricular activities.

Our strategy is built upon the following principles:

- All staff have a responsibility and a key role to play in the ensure Westfield Primary School has an exceptional provision for disadvantaged children.
- All staff have high expectations and aspirations for our disadvantaged children: they will flourish and they can flourish despite any barrier they may face.
- All staff have a desire to continually improve their own professional development including research conducted by the EEF.
- Early identification of learning priorities and ensure that teaching and learning opportunities meet the needs of the children.
- Early identification of potential barriers and think creatively ways to overcome them, which may include outside agencies.

## Challenges

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

Challenge number	Detail of challenge
1	Language – From our assessments on entry and at the beginning of each unit across school, it is clear that children have underdeveloped and limited language, communication and vocabulary. The amount on new words that have been learned among our disadvantaged children is noticeably low than the non-disadvantaged pupils. This has an impact on early reading and the ability to learn phonics and poor grammar knowledge in writing.
2	Attendance – Through weekly monitoring of attendance, it is evident that the attendance of our disadvantaged children is lower than the non-disadvantaged children. Percentage of persistent absence is higher in disadvantaged children. Whole school attendance Sept 20 – Sept 21 Pupil Premium 93.9% Non Pupil Premium 95.6% Sept 21 – Dec 21 Pupil Premium 94.2% Non Pupil Premium 97.0% Lateness Sept 20 – Sept 21 Pupil Premium 1.1% Non Pupil Premium 0.2% Sept 21 – Dec 21 Pupil Premium 1.5% Non Pupil Premium 0.8% Persistent attendance Sept 20 – Sept 21 Pupil Premium 22.9% Non Pupil Premium 4.7% Sept 21 – Dec 21 Pupil Premium 26.3% Non Pupil Premium 15.4% (includes children absent due to Covid)
3	Covid-19 – The quality of work and levels of engagement during home schooling differed considerable between disadvantaged and non-disadvantaged children therefore leading to progress data gaps especially in Writing and Maths. July 2021 Reading Pupil premium 45% EXS 71% EXS Writing Pupil premium 27% EXS 54% EXS

	<p>Maths Pupil premium 33% EXS 65% EXS</p> <p>The % of children achieving greater depth is significantly lower within the pupil premium group.</p>
4	<p>Mental health – Due to the pandemic, disadvantaged children have suffered negatively with regards to their mental well-being. This includes attachment issues, bereavement, adverse childhood experiences, friendships, anxiety, emotionally dysregulation.</p> <p>% of children who scored low on Leuven scale of wellbeing</p> <p>Y6 – 48%</p> <p>Y2 – 0%</p>
5	<p>Parental engagement – Following discussions with parents, they report a variety of what they see as barriers to their children progressing. Lack of time or opportunities to get involved, their own negative school experiences, lack of own confidence, not been successful in education, deprivation and poverty, isolation in their own community, language and communication, cultural differences, own mental health, broken family structures and lack of resources. Low income and resources can lead to limited life experiences for the disadvantaged children.</p>

### 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
<p>Improve language, communication and vocabulary ensuring that an increased number of disadvantaged children are achieving EXP and GDS in phonics.</p>	<p>By 2024/25</p> <p>80% of our disadvantaged children will leave EYFS at ARE for language and communication.</p> <p>80% of our disadvantage children will pass the phonics screening check.</p>
<p>Improved attendance and minimal lateness for our disadvantaged children.</p>	<p>By 2024/25</p> <p>Targets set of the disadvantaged children to ensure the children are in line with non-disadvantaged children.</p> <p>Attendance - 96%+</p> <p>Lateness – 0.5%</p> <p>Persistent absence – 5%</p>
<p>Narrowing the gaps in progress between the disadvantaged and non-disadvantaged children. Continued improvements in the Reading, Writing and Maths attainment of our disadvantaged children.</p>	<p>By 2024/25</p> <p>80% of our disadvantaged children will reach Set 3 of RWI by the end of EYFS.</p> <p>80% of our disadvantaged children will achieve ARE in Reading, 75% in Writing and 80% in Maths by the end of KS1.</p> <p>80% of our disadvantaged children will reach ARE in Reading, 75% in writing and 80% in Maths by the end of KS2.</p>

<p>Improved number of disadvantaged children demonstrating positive mental attitudes and behaviour.</p>	<p>By 2024/25 A higher % of disadvantaged children are scoring themselves positively on the well-being scale. Children receive support and there is evidence of success in children receiving mental health intervention.</p>
<p>Parents of disadvantaged children are engaging with school for example, parent workshops or working with their child at home. Disadvantaged children are given the opportunities to develop life skills and enrich their life experiences through trips and clubs.</p>	<p>By 2024/2025 Evidence of parental engagement in family learning with case studies of individual support given to identified families. High uptake of disadvantaged children involved extra curricular clubs. Evidence of a wide range of clubs being offered to disadvantaged children.</p>

### 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: £66,004

Activity	Evidence that supports this approach	Challenge number (s) addressed
Full time TA for EYFS speech and language	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Attendance support worker 6 hours	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	2
Full time teacher	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	3 +4

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

Budgeted cost: £12,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA 1-1 Maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	3
HLTA Tutoring Maths		3
Tutoring Maths, English and Reading		3

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

Budgeted cost: £10,495

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
SLA educational Welfare Officer	<a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a>	2
ELSA Nurture support	Joseph Rowntree Foundation research	4
Parental workshops and family learning sessions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5
School clubs and visits	Developing cultural capital and wider experiences for the children is proven in developing the whole child.	4

**Total budgeted cost: £89,269**

## 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.

<i>July 2021</i>
<i>Progress in reading – 44% at EXP/GD in reading</i>
<i>Progress in Writing – 27% at EXP/GD in Writing</i>
<i>Progress in Maths – 30% at EXP/GD in Maths</i>

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics programme	RWI

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



**Further information (optional)**

*Outcomes for disadvantaged children are a whole school performance management target.*