



Westfield Primary Disadvantaged Children Report 2017-18

Updated: July 2017 Next Review: December 2018

The pupil premium is additional government funding for pupils who are eligible for free school meals (FSM) as of the January Census, or at any time in the previous six years, as well as pupils who have been looked after continuously for at least six months. In 2017/18, the amount per pupil is £1,320.

At Westfield Primary School, we use this funding for additional provision which aims to support the most vulnerable pupils to achieve their potential. This provision includes tailored interventions and targeted support with teachers and teaching assistants, emotional and social support and financial support for trips (including residential trips), clubs and swimming. In 2015, we received a letter from David Laws commending us on our work in closing the gap for these vulnerable pupils in our school. Diminishing the difference for our disadvantaged children remains a key focus for our School Development Plan in 2017/18.

Disadvantaged Children on Roll - July 2017

(Data snapshot on 17th July 2017)

Total Number of Children on Roll	480
Number of Disadvantaged Children (DAP)	148
% of Disadvantaged Children (DAP)	31%
Total Funding Received for DAP for the academic year 2016/7	£157,840

DAP funding is awarded in financial years but is spent in academic years. The funding we have received is as follows:

Financial Year	Total received	Per term
April 2016 to March 2017	£148,440	£49,480
April 2017 to March 2018	£175,560	£58,520

Academic Year

Sept 2016 to July 2017	£157,480
Sept 2017 to July 2018 (est.)	£175,560

Spending for DAP Pupils in Summer Term 2017

Total Funding for the academic year 2016-17		£157,840
Focus of Expenditure	Pupils (148)	Total Cost across the year
Educational Support		
Partnership in Excellence Programme (PiXL)	Targeting Y6 pupils attaining below expected levels or below their potential Small groups and 1:1 support across the English and Maths Curriculum Training and support for SLT, teachers and support staff	£2,500 subscription Plus £16,929 staffing
Learning Partner Interventions	Small group and 1:1 targeted support in the afternoons across EYFS, KS1 and KS2. Including Rapid Phonics, Rapid Maths and Talkboost programmes.	£145,980
Support Teacher Interventions	Small group and 1:1 targeted support in a tailored programme designed to close the gap or to challenge and extend. Sessions throughout the day across EYFS, KS1 and KS2. AGT and SEND support as appropriate.	£43,808
Extra-Curricular Extension Activities	Tante Marie Cookery Course (2 x Y5 children Spring Term)	£30
Emotional and Social Support		
Home School Link Worker (Family support)		£24,940
Attendance Project		£750
HLTA (Pastoral - emotional and social support)		£21,205
CPD	TA and MMS training in Playground Games and Peer Mentor Training; Talkboost	£800
Financial Support		
Termly Vouchers for After School Clubs /		£16,490

School Trips, including residential		
Support to access swimming, activity days		£500
Total Spent		£273,932 (Equates to £91,311 termly)

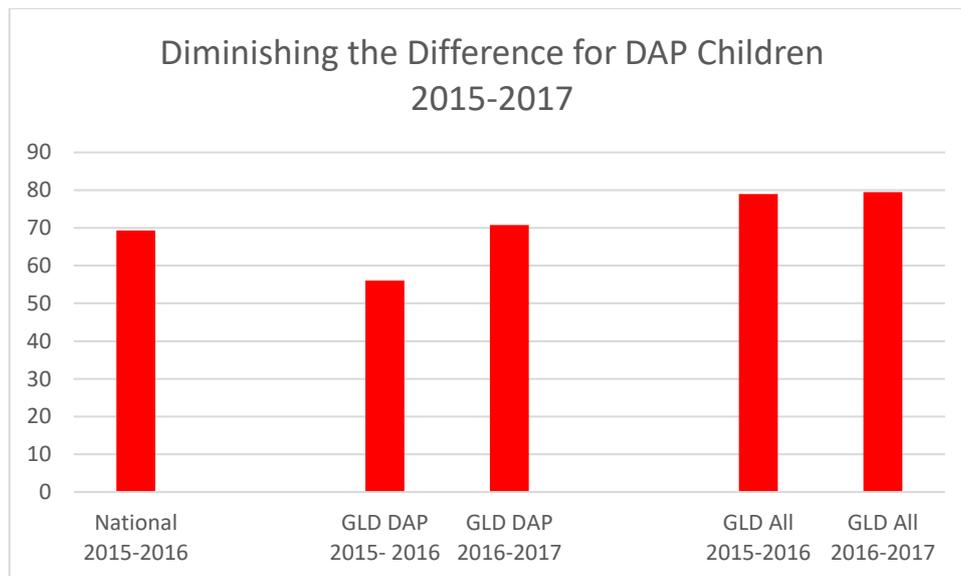
Total Funding Received (2015-16)		£112,500
Expenditure	Pupils (122)	Total
Educational Support		
Partnership in Excellence Programme (PiXL)	Targeting Y6 pupils attaining below expected levels or below their potential Small groups and 1:1 support across the English and Maths Curriculum Training and support for SLT, teachers and support staff	£2680
Learning Partner Interventions	Small group and 1:1 targeted support in the afternoons across EYFS, KS1 and KS2. Including Rapid Phonics, Rapid Maths and Talkboost programmes.	£76,341
Support Teacher Interventions	Small group and 1:1 targeted support in a tailored programme designed to close the gap or to challenge and extend. Sessions throughout the day across EYFS, KS1 and KS2. AGT and SEND support as appropriate.	£61,474
Extra-Curricular Extension Activities	Horizon Broadening Trip to London - London Philharmonic Orchestra at Royal Festival Hall (15 x Y6 children)	£250
	Tante Marie Cookery School (2 x Y5 children)	£30
	AGT Art Challenge Day (1 x Y6 and 1 x Y5 child)	£10
Emotional and Social Support		
Home School Link Worker (Family support)		£8,104
Attendance Project		£750
HLTA (Pastoral - emotional and social support)		£11,912
CPD	TA and MMS training in Playground Games and Peer Mentor Training	£750

Financial Support		
Termly Vouchers for After School Clubs / School Trips		£8000
Support to access swimming, activity days, residential		£500
Total Spent		£170,801

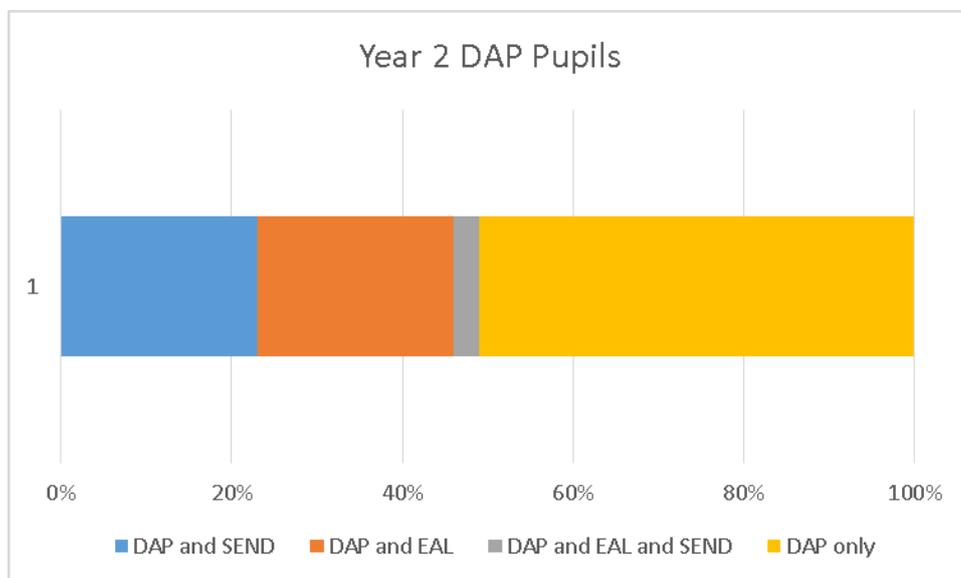
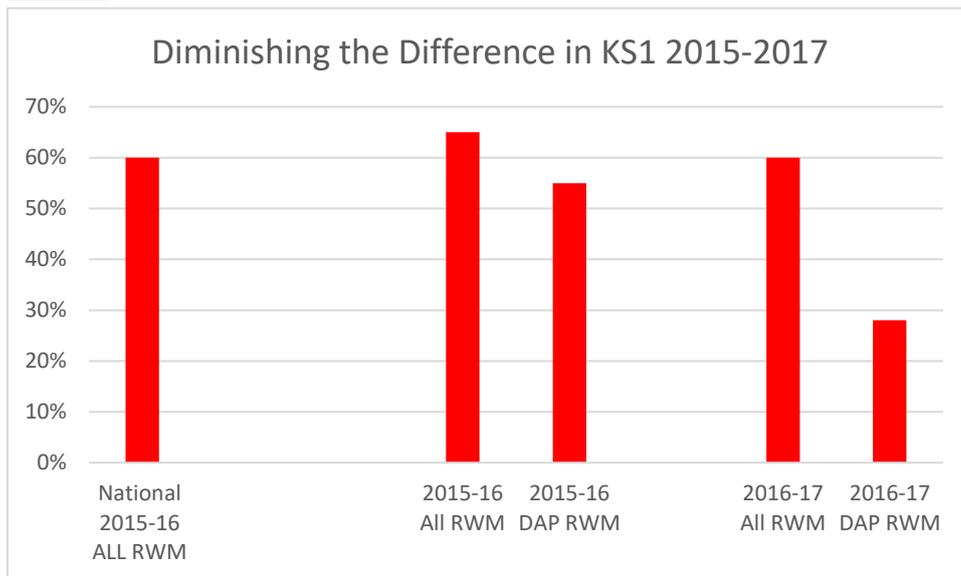
Impact of Disadvantaged Children's Funding

In EYFS

2016-17 - EYFS Data shows that the percentage of children reaching a "Good Level of Development" (GLD) has remained consistent (79% in 2015-16, compared to 79.5% in 2016-17) but the gap has been narrowed for DAP children, from a 24% gap in 2016 to a 9% gap in 2017. The percentage of DAP children at Westfield reaching the GLD now equals the national figure for all children reaching GLD. Factors influencing this improvement include a speech and language intervention (TalkBoost) and early identification of learning barriers. Parental partnership in EYFS is enhanced through weekly "Stay and Play" sessions for Reception parents.



In KS1



In Y2, almost half of DAP pupils have additional barriers to their learning, including approximately a quarter with special needs. Four DAP children arrived at Westfield during Y2 working below expected for the year group.

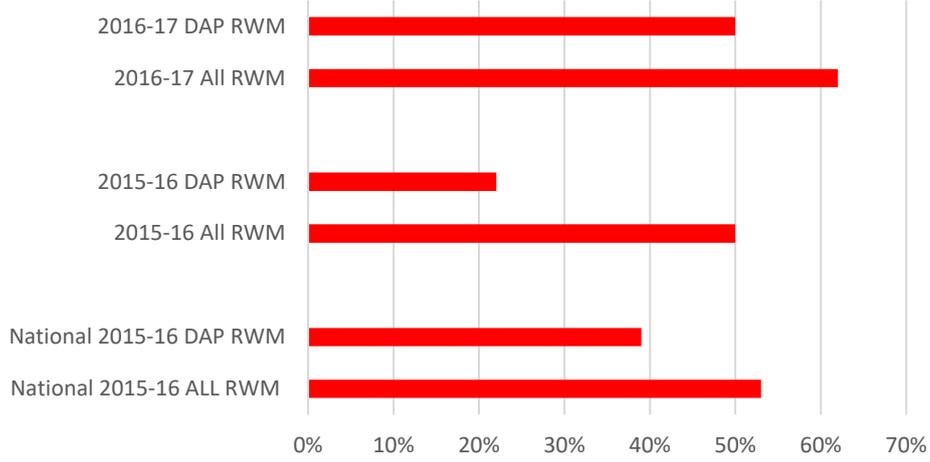
The difference in Y2 was not diminished effectively enough this year and there are robust plans in place to tackle this underachievement through research-led intervention and quality-first teaching in 2017-18. The school will be working with "Achievement for All" (AfA) in 2017-18 to target children who need to overcome additional barriers in their learning.

In KS2

Data for Reading, Writing and Maths combined scores for KS2 2016-17 demonstrates that the difference between DAP children and All children has been diminished from a 28% difference in 2016 to a 12% difference in 2017, bringing DAP children in 2017 to well above DAP children nationally and broadly in line with the national data for all children in 2016.

This impact has been made through research-led interventions (including Partnership in Excellence interventions - PiXL) to address pupil's individual needs, immediate feedback to children and increased work on learning behaviours including resilience and relationships (collaborative learning).

Diminishing the Difference 2015-2017



Impact of Funding (Updated July 2017)

Educational Support

Partnership in Excellence Programme (PiXL)	<p>This year in Year 6, the difference in attainment between DAP children and the whole cohort was diminished by 18%, from a 30% difference last year to 12% difference this year. In 2016/17, attainment for DAP children in Reading, Writing and Maths was above the 2015/16 national figure for DAP and broadly similar to national for all children.</p> <p>Smaller, targeted PiXL groups have had a significant impact for DAP children, enabling them to benefit from the opportunity to ask more questions and grow in self-esteem in small groups. Four children from Westfield were selected to attend a national award ceremony in London to celebrate outstanding progress.</p>
Learning Partner Interventions	<p>Pupil Progress meetings continue to highlight disadvantaged children in need of additional support through afternoon intervention sessions. As a result of this, disadvantaged children are prioritised to receive the targeted support they need in tailored intervention packages. Interventions are closely monitored and tracked by the Inclusion Leader to ensure maximum effectiveness. For example, one Year 6 group concentrated on pre-teaching grammar vocabulary to a group of EAL pupils (including DAP/EAL pupils), accelerating their progress and enabling them all to achieve expected levels in their SATS papers.</p>
Support Teacher Interventions	<p>Three support teachers deliver highly skilled interventions to DAP children, including closing the gap or challenging and extending more able DAP children to achieve Mastery. As with Learning Partner interventions, outcomes are difficult to isolate from Quality First teaching, but for example, in one group of 8 children for a Writing intervention, 100% of DAP children working below expected at the beginning of the year made accelerated progress to reach National Expected level at the end. This directly diminishes the difference for these children, enabling them to catch up with their peers.</p>
Extra-Curricular Extension Activities	<p>DAP children are prioritised for access to extra-curricular activities and events, which may be beyond their prior experience. Examples this term included attending Maths and English workshops with external experts. During the last year, More Able DAP children have been supported to participate in the Centrepiece Art project in conjunction with The Lightbox, as well as in theatre trips, cookery sessions at the Tante Marie Cookery School and Writing workshops with an author.</p>

	These activities help to develop the whole child and build self-esteem and confidence in new situations.
Emotional and Social Support	
Home School Link Worker (Family support)	Our Home-School Link Worker continues to support a range of DAP children and their families. Some are supported with accessing goods and services such as the local food bank and CAMHS, while others are supported with routines and systems to improve behaviour, attendance and punctuality. Some DAP children enjoy pastoral support from the HSLW in school. These actions support families to bring their children to school in a better position to access the curriculum and develop their learning skills.
Attendance Project	Attendance and punctuality awards are given both termly and weekly to reward good attendance and punctuality. As part of our Attendance Project, one to one meetings have been set up with parents who frequently find it difficult to arrive at school on time. There is more work to be done on attendance across the school, but as a consequence of work on attendance and punctuality, the attendance figures for DAP pupils (2013 91.5% 2016 93.1%) and other pupils in the school (2013 95.5%; 2016 95.5%) continue to show a closing gap, with a difference of 4% in 2013 falling to 2.4% in 2016.
HLTA (Pastoral - emotional and social support)	A range of DAP children continue to be prioritised for support with friendships, anger management and anxiety, resulting in calmer children who were more able to manage their emotions and successfully access their learning.
CPD	Talkboost training for new teachers and TAs ensured support for all DAP children who needed it. Talkboost interventions in 2016/17 supported DAP children in EYFS and Y1 who overall made excellent progress in Reading and Writing (88% at least expected progress). The parent of one child on the intervention commented, "My daughter went from only saying words to speaking in sentences in just ten weeks."
Financial Support	
Termly Vouchers for After School Clubs / School Trips	DAP children have been enabled to access a range of activities which may otherwise have been beyond their reach and experience. These include: Boogie Pumps dance lessons, Fighting Fit Judo sessions, Cookery Club and school trips to the Houses of Parliament, New Victoria Theatre and Winchester Science Centre. Some children were supported to access the Adventurous Activities trip in Y5 and the Outdoor Education Centre residential trip in Y6, which supported development of confidence and self-esteem, as well as offering the opportunity to try new activities such as archery, abseiling and raft-building.
Support to access swimming, activity days, residential	

	<p>Some DAP families have been supported to purchase school uniform, shoes or coats to ensure their children feel fully part of the school community and so are able to achieve their potential.</p>
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