

Information on Pupil Premium grant expenditure for the year 2017-18

Updated: December 2017 Next Review: March 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 6 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 included 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 diminishing the difference 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.

Rationale

Westfield School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond to pupils' diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognizes the achievements of all children.

Pupil premium Grant funding for 2017-18: **£192,127**

(£105, 910 for September '17 to March '18 and £86,217 for April '18 to August '18)

Total Number of Children on Roll	486
Number of Disadvantaged Children (DAP)	133
% of Disadvantaged Children (DAP)	27%
Total Funding Received for DAP for the academic year 2017/18	£192,127

Below is a breakdown of most of the additional support we plan to offer the disadvantaged children on our register. Other funding streams are used to support all children in school.

Intervention	Cost	Impact
Partnership in Excellence Programme (PiXL): Target 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.	£2500 subscription yearly Plus Staffing costs of: £30, 501	All children on the PIXL intervention made at least expected progress. In Maths, 40% made accelerated progress. In Reading, 56% made accelerated progress. In Writing, 82% made accelerated progress.
Learning Partner Interventions:	Staffing costs of: £178,548	Pupil Progress meetings continue to highlight disadvantaged children in need of additional support through afternoon intervention sessions. As a result of

Small group and 1:1 targeted support in the afternoons across EYFS KS1 and KS2. Including Rapid Phonics, Rapid Maths and Talkboost programmes.

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.

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.

Progress Measures:

DAP	Maths	Reading	Writing	GPS
Year 1	-1.1	+2.9	-3.5	-8.9
Year 2	-3.9	+3.5	-2.9	-7.4
Year 3	+5.1	+3.2	-0.4	+3.8
Year 4	+8.0	+4.9	-0.5	+9.1
Year 5	-2.7	-2.9	-6.1	-0.8
Year 6	-2.2	-2.7	-6.3	-2.0

	Pupil Premium					
	Maths		Reading		Grammar	
	Predict	PUMA	Predict	PiRA	Predict	GaPS
Autumn 2017						
Year 1	78%	68% ↓	78%	79% ↑	86%	67% ↓
Year 2	64%	50% ↓	64%	69% ↑	85%	73% ↓
Year 3	46%	62% ↑	32%	59% ↑	69%	72% ↑
Year 4	67%	71% ↑	81%	75% ↓	86%	85% ↓
Year 5	41%	45% ↑	41%	65% ↑	66%	74% ↑
Year 6	71%	56% ↓	65%	50% ↓	72%	73% ↑

Extra curricular Extension Activities:
Lantern Festival

DAP children are prioritised to extend their experiences of life.

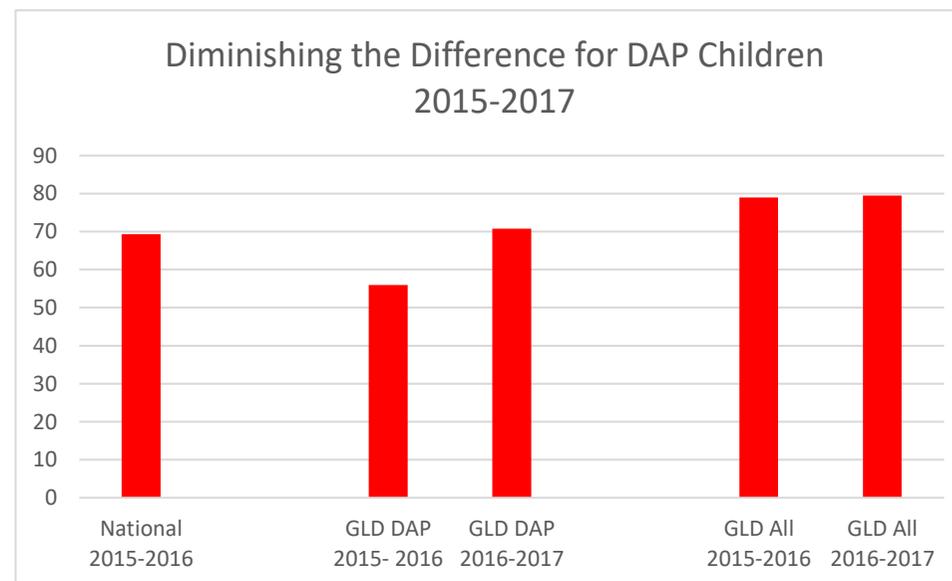
Children invited to help create lanterns for the local Woking Festival		
Home School Link worker and Pastoral care from HLTA (Emotional and social support)	Staffing costs of: £41,617	Our Home-School Link Worker continues to support a range of DAP children and their families. Some are supported with accessing 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. 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.
Attendance project	Cost of: £750	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. For Autumn Term, Absence of DAP was 7% compared to 5.2% for the whole school.
CPD: Talk Boost training; Achievement for All (Targeting DAP working below age-related expectations)	Cost of: £2535	Talkboost training for new teachers and TAs ensured support for all DAP children who needed it. The parent of one child on the intervention commented, "My daughter went from only saying words to speaking in sentences in just ten weeks." Achievement for All is just getting started and the teachers are working closely with the parents to identify and address key targets to help the children make progress.

Termly Vouchers for After school clubs, school trips..	£17,150	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. 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.
Total Spent	£271,101 (£90,367 a term)	

Results from July 2017

In EYFS

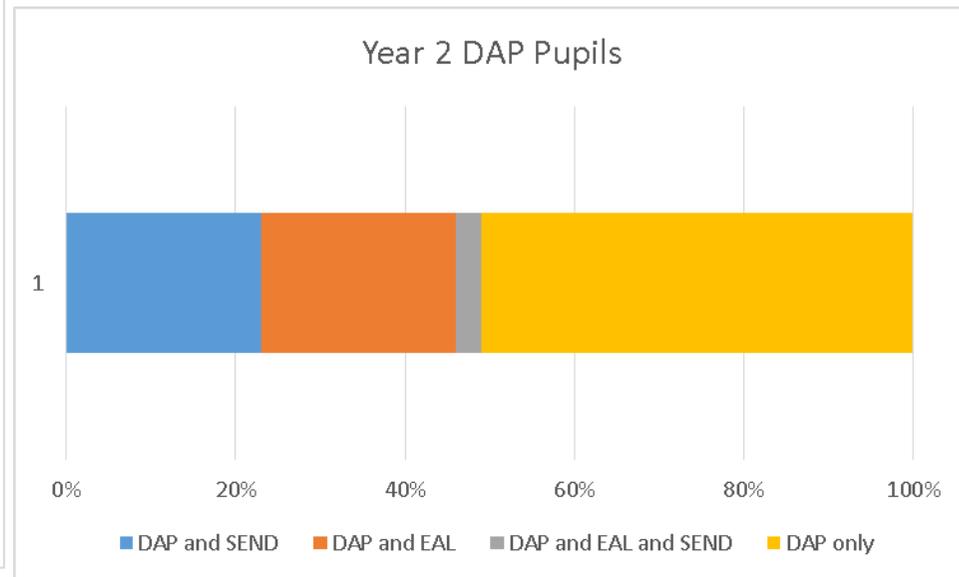
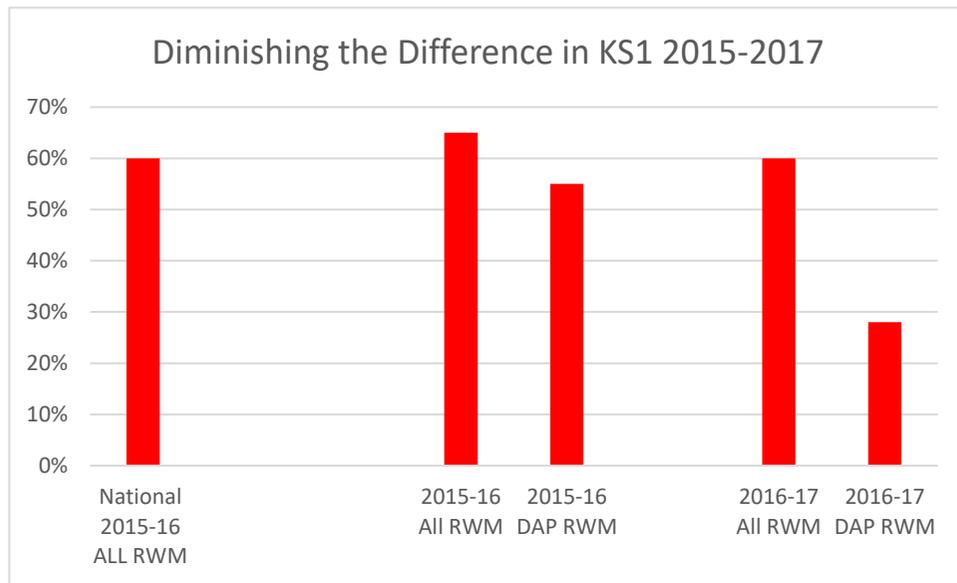
2016-17 - EYFS Data shows that the percentage of children reaching a "Good Level of Development" (GLD) has remained consistent (79% in 2015-16, compared to 79.5% in 2016-17) but the gap has been narrowed for DAP children, from a 24% gap in 2016 to a 9% gap in 2017. The percentage of DAP children at Westfield 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).

