



Westfield Primary Disadvantaged Children Report 2016-17

Updated: Dec 2016 Next Review: April 2017

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 2016/17, 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 2016/17.

Disadvantaged Children on Roll - December 2016

(Data snapshot on 6th December 2016)

Total Number of Children on Roll	491
Number of Disadvantaged Children (DAP)	134
% of Disadvantaged Children (DAP)	27%
Total Funding Received for DAP	£148,440

Total Funding for 2016-17		£148,440 (divided by three terms = £49,467 termly)
Focus of Expenditure	Pupils (134)	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 £16,761 staffing
Learning Partner Interventions	Small group and 1:1 targeted support in the	£144,535

	afternoons across EYFS, KS1 and KS2. Including Rapid Phonics, Rapid Maths and Talkboost programmes.	
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)		£12,470
Attendance Project		£750
HLTA (Pastoral - emotional and social support)		£20,995
CPD	TA and MMS training in Playground Games and Peer Mentor Training; Talkboost	£800
Financial Support		
Termly Vouchers for After School Clubs / School Trips, including residential		£16,490
Support to access swimming, activity days		£500
Total Spent		£259,639 (Equates to £86,546 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	£2680

	potential Small groups and 1:1 support across the English and Maths Curriculum Training and support for SLT, teachers and support staff	
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,		£500

residential		
Total Spent		£170,801

Impact of Disadvantaged Children's Funding

2015/16 - Year on year progress for Year 6 (including impact of PiXL programme) against End of KS2 outcomes

Year 6	Achieved expected progress in Reading	Achieved expected progress in Writing	Achieved expected progress in Maths
All (30)	87% (26)	90% (27)	97% (29)
PP (9)	78% (7)	89% (8)	89% (8)
Not PP (21)	100% (21)	90% (19)	100% (21)

The Pixl interventions, using DAP funding, enabled all children to be taught in smaller groups for Writing and Maths. DAP pupils were targeted for PiXL intervention. The progress made in both Maths and English was above national expected rates of progress. In Maths and Writing, 8 out of 9 DAP children made at least expected progress. In Reading, 7 out of 9 children made at least expected progress. Those DAP children not making expected progress also had more complex SEND needs.

2015/16 End of KS1 Assessment Outcomes

Year 2	Teacher Assessment Outcomes/ Reported SATS outcomes for M/R/W		
	All (57)	DAP (20)	National
Maths	74	70	73
Reading	74	75	74
Writing	67	60	65
GPS	67	60	N/A
Science	84	85	82
Combined	65	55	60

In KS1, outcomes for DAP children in Reading and Maths were broadly in line with results for all children, while Writing was slightly below. Results for DAP children in all areas were broadly in line with national results and above national in Reading and Science.

Impact of Funding (Updated December 2016)

Educational Support

Partnership in Excellence Programme (PiXL)

Accelerated progress seen for Y6 DAP children using Partnership in Excellence (PiXL) programme, especially in Maths (where 81% of PiXL children made accelerated progress) and Writing (82% of PiXL children made accelerated progress).

Two children from Westfield were selected to attend a national award ceremony in London to celebrate outstanding progress.

Learning Partner Interventions

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 a new intervention tracking tool has been introduced for the start of Spring 2016 to ensure maximum effectiveness.

Support Teacher Interventions

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.

Extra-Curricular Extension Activities

DAP children are prioritised for access to extra-curricular activities and events, which may be beyond their prior experience. Examples last term included attending a classical music concert at the Royal Festival Hall and cookery sessions at the Tante Marie Cookery School, while this term 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 and Writing workshops with an author. These activities help to develop the whole child and build self-esteem and confidence in new situations. One child (aged 10) enjoyed his first trip to the theatre, commenting, "It's like the cinema, but the people can come out of the screen!"

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

	<p>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.</p>
Attendance Project	<p>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.</p>
HLTA (Pastoral - emotional and social support)	<p>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.</p>
CPD	<p>Talkboost training for new teachers and TAs ensured support for all DAP children who needed it. Talkboost interventions in 2015/16 supported DAP children in EYFS 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." One of the Y1 children told us, "I like talk boost. I like playing the games. It's helped with my writing."</p>
Financial Support	
Termly Vouchers for After School Clubs / School Trips	<p>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 have been supported to access the residential trip, which will support development of confidence and self-esteem, as well as offering the opportunity to try new activities.</p> <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>
Support to access swimming, activity days, residential	