



## **Westfield Primary Pupil Premium Grant Expenditure Report**

### **Context of school**

Westfield Primary is a growing two form entry primary school with a bulge in Reception, Year One and Year 2. There are three forms in Years R, 1 and 2. There are two forms in each year group in Key Stage 2, making a total of 17 classes from September 2016.

We are situated on a large site giving us spacious grounds within which the children can learn and play. A privately run breakfast and after school club is onsite providing extended hours care for those who need it. There is also a privately run nursery.

At Westfield we have high aspirations and ambitions for our pupils and we believe that no child should be left behind. We promote a dynamic learning environment in which children are supported, respected, encouraged and motivated as individuals. Every child is valued and their achievements celebrated and, as a result, a sense of pride is a central feature of our learning community.

We strive for every child to reach their full potential and we are determined to create a climate that does not limit a child's potential in any way. Pupils at Westfield enjoy a love of life and a love of learning; this vision is underpinned by five core values which is in daily evidence in our school: PRIDE (positivity, respect, independence, diversity, excellence).

When compared with national figures, we are broadly in line with our percentage of FSM pupils (122/ 438 pupils) and in the highest quintile for minority ethnic, EAL and SEND pupils. We see our diverse community as a strength and we are committed to ensuring that any challenges we face are mitigated so that all pupils can be the best that they can be and reach their full potential. Children do not fit neatly into boxes and therefore we work hard to identify any individual barriers to enable us to provide the support and interventions to allow our children to flourish.

We are committed to spending the pupil premium funding we receive to its maximum effect and impact.

### **Objectives of Pupil Premium Spending:**

Our rationale in using the Pupil Premium funding is to ensure children make excellent progress, whatever their starting point, to reach the national average.

Through regular evaluation and tracking we aim to source and provide the most effective interventions for our children. Our intervention policy is a working document and has therefore

been designed to be fluid and flexible, allowing children to be identified for additional support and the groups to be flexible.

Our interventions are run by a mixture of specialist teachers, HLTAs (higher level teaching assistants) and learning partners.

Our aim is not only to accelerate children's progress to meet the national average, but also to develop their confidence in their own ability and transfer their learning across all areas and all situations.

## Westfield Primary Disadvantaged Children Report 2015-16

Updated Sept 2016

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 2014/15 the amount was £1300 per pupil. In 2015/16 the amount is £1,320 or £1,900 for looked after children. The school uses the funds 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, residential, clubs and swimming.

### Disadvantaged Children on Roll – July 2016

Total Number of Children on Roll	438 (July 2016)
Number of Disadvantaged Children (DAP) (2015-16)	122
% of Disadvantaged Children (DAP)	28%
Amount of Funding per child	£1320
Total Funding for DAP in 2015-16	£161,040

<b>Total Funding (2015-16)</b>		£161,040
<b>Expenditure</b>	<b>Pupils (122)</b>	<b>Total</b>
<b>Educational Support</b>		
<b>Partnership in Excellence Programme (PiXL)</b>	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
<b>Learning Partner Interventions</b>	Small group and 1:1 targeted support in the afternoons across EYFS, KS1 and KS2.	£76,341

	Including Rapid Phonics, Rapid Maths and Talkboost programmes.	
<b>Support Teacher Interventions</b>	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
<b>Extra-Curricular Extension Activities</b>	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
<b>Emotional and Social Support</b>		
<b>Home School Link Worker (Family support)</b>		£8,104
<b>Attendance Project</b>		£750
<b>HLTA (Pastoral – emotional and social support)</b>		£11,912
<b>CPD</b>	TA and MMS training in Playground Games and Peer Mentor Training	£750
<b>Financial Support</b>		
<b>Termly Vouchers for After School Clubs / School Trips</b>		£8000
<b>Support to access swimming, activity days, residential</b>		£500
<b>Total Spent</b>		£170,801

### Impact of Disadvantaged Children's Funding 2015-16

#### Progress and Attainment across Key Stages

	<b>Maths</b>		<b>Writing</b>		<b>Reading</b>	
	DAP	Non-DAP	DAP	Non-DAP	DAP	Non-DAP
<b>Expected KS1 Attainment</b>	70%	76%	60%	67%	75%	76%
<b>Expected KS1 Progress</b>	53%	73%	58%	73%	79%	77%
<b>Expected KS2 Attainment</b>	33%	57%	56%	81%	56%	57%
<b>Expected KS2 Progress</b>	78%	72%	56%	78%	33%	67%

Disadvantaged children made better progress than others in Reading in KS1, which enabled them to achieve broadly the same attainment outcomes, with 75% and 76% respectively achieving expected.

In Maths in KS2, disadvantaged children made better progress than others, enabling them to close the gap more quickly.

<b>Impact of Funding (2015-16)</b>	
<b>Educational Support</b>	
<b>Partnership in Excellence Programme (PiXL)</b>	Accelerated progress seen for Y6 DAP children using Partnership in Excellence (PiXL) programme, especially in Maths. Two children were selected to attend a national award ceremony in London to celebrate outstanding progress.
<b>Learning Partner Interventions</b>	Pupil Progress meetings 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.
<b>Support Teacher Interventions</b>	Two support teachers deliver highly skilled interventions to DAP children, including closing the gap or challenging and extending more able DAP children.
<b>Extra-Curricular Extension Activities</b>	DAP children are prioritised for access to extra-curricular activities and events. Recent examples included attending a classical music concert at the Royal Festival Hall and cookery sessions at the Tante Marie Cookery School. These activities help to develop the whole child and build confidence in new situations. e.g. Several DAP children (Aged 10) had their first experience on a train. At the orchestral concert, one DAP child commented: "No-one in my family has ever been to an orchestra before. It's like you see on telly, only real."
<b>Emotional and Social Support</b>	
<b>Home School Link Worker (Family support)</b>	The Home-School Link Worker supported a range of DAP children and their families. Some were supported with accessing goods and services such as the local food bank and CAMHS, while others were supported with routines and systems to improve behaviour, attendance and punctuality. Some DAP children enjoyed pastoral support from the HSLW.
<b>Attendance Project</b>	Attendance and punctuality awards were given both termly and weekly to reward good attendance and punctuality. Meetings were also set up with parents who frequently find it difficult to arrive at school on time. As a consequence of work on attendance and punctuality, the attendance of DAP pupils (2015/16 94.1%; 2016-17 94.6% so far) is approaching the rate for other pupils in the school (2015/16 95.1%; 2016-17 95.2% so far) and the gap is closing.
<b>HLTA (Pastoral – emotional and social support)</b>	A range of DAP children were 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.
<b>CPD</b>	TA and MMS training in peer mediation and traditional playground games particularly supported children, including DAP children, who had no background in successful co-operative play.

**Financial Support****Termly Vouchers for After School Clubs / School Trips****Support to access swimming, activity days, residential**

DAP children were enabled to access a range of activities which may otherwise have been beyond their reach and experience. These included: Boogie Pumps dance lessons, Fighting Fit Judo sessions and school trips to the Houses of Parliament, the theatre and Windsor Castle.

Some DAP families were supported to purchase school uniform, shoes or coats to ensure their children felt fully part of the school community and so were able to achieve their potential.