



Westfield Primary Disadvantaged Children Report 2015-16

Updated: Sept 2016 Next Review: January 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 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, residentials, 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

Total Funding (2015-16)		£161,040
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	£61,474

	appropriate.	
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 2015-16

Progress and Attainment across Key Stages

	Maths		Writing		Reading	
	DAP	Non-DAP	DAP	Non-DAP	DAP	Non-DAP
Expected KS1 Attainment	70%	76%	60%	67%	75%	76%
Expected KS1 Progress	53%	73%	58%	73%	79%	77%
Expected KS2 Attainment	33%	57%	56%	81%	56%	57%
Expected KS2 Progress	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.

Impact of Funding (2015-16)

Educational Support

Partnership in Excellence Programme (PiXL)	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.
Learning Partner Interventions	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.
Support Teacher Interventions	Two support teachers deliver highly skilled interventions to DAP children, including closing the gap or challenging and extending more able DAP children.
Extra-Curricular Extension Activities	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."

Emotional and Social Support

Home School Link Worker (Family support)	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.
Attendance Project	Attendance and punctuality awards were given both termly and weekly to reward good attendance and punctuality. One to one 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.
HLTA (Pastoral – emotional and social support)	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.
CPD	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	DAP children were enabled to access a range of activities which may otherwise have been beyond their reach and experience.
Support to access swimming, activity days, residential	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.