

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westfield Primary
Number of pupils in school	448 (15/7/22)
Proportion (%) of pupil premium eligible pupils	31% (139/448 on 15/7/22)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	14 th December 2021 Updated 30/3/22 Updated 15/7/22
Date on which it will be reviewed	14 th December 2022
Statement authorised by	Karyn Hing
Pupil premium lead	Andrea Banks
Governor / Trustee lead	Alex Cooke (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,484
Recovery premium funding allocation this academic year	£21,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£220,234

Part A: Pupil premium strategy plan

Statement of intent

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 recognises the achievements of all children. Our pupil premium strategy plan will work towards giving children educational support to accelerate learning as well as support their emotional well-being and mental health. We also aim to provide wider experiences and opportunities such as workshops and clubs that they otherwise might not have access to.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring staff use evidence-based teaching interventions e.g. NELI, RWI effectively
2	Improving attendance and readiness to learn for PP
3	Lack of support available with education at home
4	Lack of experiences and wider opportunities to support children's well-being and emotional development
5	New staff to be trained to ensure they are confident and knowledgeable in fast feedback, assessment and providing appropriate support/intervention
6	Writing has been identified as a target across the school to improve attainment and progression.
7	Most PP children begin with low starting points and have limited life-experience – they need extra exposure to vocabulary in order to access curriculum to the maximum benefit

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading, Writing and Maths	Achieve national average progress scores in KS2 (0) Internal progress scores to be 0 or above (compared to last KS score) and above 6 on ScholarPack (in Summer)

	<p>Autumn 2021 – PP progress measures:</p> <p>Reading – all year groups except Year 1 achieved positive progress measures (test) and all year groups except Years 3 and 4 have a progress measure over 2 (accelerated progress at this stage) so far this academic year (ScholarPack)</p> <p>Writing – Years 1 and 6 have accelerated progress this academic year so far; Years 1, 2 and 3 have positive progress measures when compared to previous KS results.</p> <p>Maths – all year groups except Years 4 and 6 achieved positive progress measures (test) and all year groups except Years 3 and 4 have a progress measure over 2 (accelerated progress at this stage) so far this academic year (ScholarPack)</p> <p>Spring 2022 – PP progress measures:</p> <p>Reading – all year groups except Year 1 continue to achieve positive progress measures (test) and Years 2, 5, 6 have accelerated progress this academic year.</p> <p>Writing – Years 2 and 3 have positive progress measures (against previous KS). Years 4 and 5 have at least expected progress within this academic year.</p> <p>Maths – All year groups except Years 4 and 6 have achieved positive progress measures (test). All year groups except 1 and 3 have at least expected progress this academic year.</p> <p>Summer 2022 – PP progress measures:</p> <p>Reading – all year groups except Year 4 have accelerated progress measures (test based) and Years 5 and 6 have accelerated progress this academic year (TA).</p> <p>Writing – Years 1 and 3 have positive progress measures (test based) and Year 6 have accelerated progress this academic year (TA).</p> <p>Maths – All year groups except 4 and 6 have positive progress measures (test based) and Years 5 and 6 have accelerated progress within this academic year (TA).</p>
<p>Combined attainment levels to increase from 2019</p>	<p>PP combined attainment to be 51% (2019 National PP level).</p> <p>30% of PP children are achieving at least expected combined levels in the whole school (Autumn 2) compared to 21% in SATs 2019.</p> <p>35% of PP children are achieving at least expected combined levels in the whole school (Spring 2022, Assembly Analytics and Summer 2022).</p> <p>SATs 2022 – 33% combined provisional data up from 21% in 2019.</p>
<p>Phonics attainment</p>	<p>Achieve national average expected standard in PSC</p> <p>Year 2 Phonics Check Autumn 2021 – 58% of PP children passed (7/12 children) compared to 77% of all pupils. This is up from 31% in a practise Phonics Check in Summer 2021. The other 5 children are receiving extra phonics support and will retake their phonics check in June 2022.</p> <p>Year 1 Phonics 2022 – 67% of PP children passed (14/21) compared to 75% of all pupils.</p>

	Year 2 Phonics 2022 – 77% of PP passed (10/13). The other 3 children will receive FreshStart phonics in Year 3.
Improve attendance	Improve attendance of disadvantaged pupils 7.66% non-attendance in Autumn Term (Years 1-6) compared to 6.39 for the all children (Years 1-6). 7.79% non-attendance up to 30/3/22 (Years R-6) compared to 6.19% for all children (Years R-6) 7.76% non-attendance up to 15/7/22 (Years R-6) compared to 6.07% for all children (Years R-6)
Encouraging wider reading and writing opportunities	Accelerated progress measures Autumn 2021 Reading – all year groups except Year 1 achieved positive progress measures (test) and all year groups except Years 3 and 4 have a progress measure over 2 (accelerated progress at this stage) so far this academic year (ScholarPack) Writing – Years 1 and 6 have accelerated progress this academic year so far; Years 1, 2 and 3 have positive progress measures when compared to previous KS results. Spring 2022 Reading – all year groups except Year 1 continue to achieve positive progress measures (test) and Years 2, 5, 6 have accelerated progress this academic year. Writing – Years 2 and 3 have positive progress measures (against previous KS). Years 4 and 5 have at least expected progress within this academic year. Summer 2022 Reading – all year groups except Year 4 have accelerated progress measures (test based) and Years 5 and 6 have accelerated progress this academic year (TA). Writing – Years 1 and 3 have positive progress measures (test based) and Year 6 have accelerated progress this academic year (TA).
PP children to have academic and social opportunities	PP children prioritised for clubs PP children will take up 30% of club spaces PP children prioritised for academic interventions 70% of tutoring children in Autumn Term were PP children. 90% of children in Spring Term will be PP children. 30/3/22 – 63% of the children in Tutoring Groups for Summer will be PP children. PP children are prioritised for COVID catch up interventions led by intervention teachers. 30/3/22 – 41% of the children in Summer groups (Recovery Premium and greater depth groups) will be PP children.
Quality First Teaching provides effective differentiation to support PP children and appropriate interventions are delivered	Termly Pupil Progress meetings will identify appropriate children and support. Interventions reviewed to establish effectiveness (data and observations) CPD delivered to staff and used by staff to support SDP writing targets

	<p>Data analysis will show accelerated progress for PP children and improvements in attainment.</p> <p>% of children achieving combined levels in Autumn 2 have risen from Autumn 1 in Years 1, 3, 5 and 6 with the % staying the same in Year 2.</p> <p>Attainment across the school for PP children</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn 2</th> <th>Spring 2</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45%</td> <td>50%</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>37%</td> <td>37%</td> </tr> <tr> <td>Maths</td> <td>46%</td> <td>53%</td> <td>56%</td> </tr> <tr> <td>Combined</td> <td>30%</td> <td>35%</td> <td>35%</td> </tr> </tbody> </table>				Autumn 2	Spring 2	Summer 2	Reading	45%	50%	56%	Writing	32%	37%	37%	Maths	46%	53%	56%	Combined	30%	35%	35%
	Autumn 2	Spring 2	Summer 2																				
Reading	45%	50%	56%																				
Writing	32%	37%	37%																				
Maths	46%	53%	56%																				
Combined	30%	35%	35%																				

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 68,243.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small groups in class supported by LSA for differentiated groups	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 3 4 6 7
Embed RWI training and methodology including Ruth Miskin School portal subscription	<p>EEF documents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>RWI provide high-quality resources and structured support to promote sounds for reading and writing.</p>	1 3 4 5 6 7

Embed Cracking Comprehension further to support reading comprehension skills	Years 2-6 Cracking Comprehension allows teachers to model and children to practise those skills and techniques needed to improve reading skills with a mix of interactive whiteboard activities, practice texts and assessments tasks. It exposes them to a wider range of texts and vocabulary.	1 5 7
Staff twilights and support on appropriate Literacy CPD including vocab work and chotting	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Writing strategies will up-skill staff to give Quality First Teaching and quality interventions as staff confidence and skills will be improved.	1 3 4 5 6 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 72,433.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering targeted, interventions in school following identification of needs during pupil progress meetings including SHINE Reading, SHINE Maths, Talk Boost, Colourful Semantics, Lego Therapy School-Led tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Structured interventions that support the development of specific needs within a subject e.g. division, inference, vocab, speech and language.	1 3 4 5 6 7
Establish small group writing interventions for PP children falling behind age-related	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 3 4 6 7

expectations (JC) Recovery Premium	The groups give children the opportunity to focus on small, very specific skills and apply it to their writing.	
Establish small group Reading and Maths interventions to support PP children achieving higher levels (PP)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback The groups give the opportunity to learn, practice and apply higher level skills to achieve Greater Depth.	1 3 4 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,816.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading vending machine	Promoting the love of reading and access to high quality reading materials for all children throughout the school	3 4 6 7
Workshops and curriculum days to provide cultural capital experiences (e.g. Now Press Play, Stone Age Day, Motivational Y6 workshop)	Culture capital focus to give opportunities and experiences to children. This assists in aspirations and background knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2 3 4 6 7
Inclusion team to support vulnerable PP children and their parents e.g. social skills, restorative approaches, Zen Den, Tranquillity Cover, Dragon's lair; parental courses; parent hub	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 3 4 5 7

	<p>The support for the children improves their well-being and attitude towards school and learning. This in turn then improves attendance. The skills learnt and developed are essential for good outcomes throughout school and in their adult life.</p> <p>Parent groups and drop ins for parents of vulnerable families encourages a more stable, supportive atmosphere at home which in turns improves the well-being of the children and attendance.</p>	
--	---	--

Total budgeted cost: £ 208,493.57

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal Data Summer 2021

Aim	Outcome					
0 is expected progress	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Progress in Reading (Test)	4.9	3.4	3.4	6	0.3	5.2
Progress in Writing (TA)	3.3	-4.4	-1.7	-2.4	-6	-3.4
Progress in Mathematics (Test)	12.1	-3.8	-0.9	3.4	-6	-8.9
Phonics	Year 1 PP: 31% Year 2 PP: 88%					

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Phonics	RWI
RWI Spelling	RWI
NELI	NELI
Action Words	Action Words
Talk Boost	Talk Boost
Lego Therapy	Lego Therapy
SHINE	Rising Stars