

WESTFIELD PRIMARY SCHOOL

# Pupil Premium Policy

September 2020

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This Policy was written by Andrea Banks



## **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 recognises the achievements of all children.

## **AIMS**

- To close the gap between Pupil Premium children and the national average.
- To effectively manage the value for money of the Pupil Premium funding.
- To promote individual confidence and positive attitude.
- To ensure all children have opportunities to meet personal standards of excellence.
- To ensure every child has access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- To ensure all children are given equality of opportunity to participate fully in school activities.
- To remove barriers to learning and achievement.
- To effectively assess and monitor needs of all children.
- To develop close and effective partnership between parents, school and outside agencies.
- To ensure children's views are valued and listened to.

## **CONTEXT OF SCHOOL:**







Westfield Primary is a 2-form entry primary school, with additional bulge years in Years 4, 5 and 6 (these year groups have 3 forms of entry). 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 that let rooms within the main school building and an additional nursery in the adjacent Adult Education site.

At Westfield we have high aspirations and ambitions for all our pupils and we believe that no child should be left behind. Our Pupil Premium strategy is rooted in our whole school PRIDE ethos. 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; 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). It is also supported by our 5R learning behaviours (resilience, risk-taking, resourcefulness, relationships and reflectiveness).

## DEMOGRAPHICS/CONTEXT

Assembly Analytics 2020 using January 2019 School Census

Pupil Premium  Percentage of pupils eligible for Pupil Premium	<b>30.72%</b> Your School	22.77% National Avg.	76th Percentile
FSM  Percentage of pupils who are currently eligible for Free School Meals	<b>25.49%</b> Your School	15.77% National Avg.	83rd Percentile
EAL  Percentage of pupils with English as an Additional Language	<b>33.99%</b> Your School	21.2% National Avg.	84th Percentile
SEN  Percentage of pupils with Special Educational Needs	<b>17.86%</b> Your School	14.18% National Avg.	76th Percentile
SEN Support  Percentage of students with SEN support	<b>14.6%</b> Your School	12.6% National Avg.	68th Percentile
SEN EHCP  Percentage of pupils with an Education, Health and Care Plan	<b>3.27%</b> Your School	1.57% National Avg.	91st Percentile

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.

### BREAK DOWN OF CHILDREN ELIGIBLE:

9/7/20 ScholarPack snapshot

- 141 children are eligible for Pupil Premium funding (31% of pupils)
- 117 children are receiving FSM (25% of pupils)
- 0% of children are looked after
- Of the 141 PP children, 36 have SEND needs (7.84% of the school, 25% of PP children), 34 are EAL (7.41% of the school, 24% of PP children) and 4 are both EAL and have SEND needs (0.87% of school, 3% of PP children).

## FUNDING:

<i>Financial Year</i>	<i>Amount of Pupil Premium Funding</i>
<b>2020-2021</b>	<b>£188,208</b>
<b>2019-2020</b>	<b>£171,600</b>
<b>2018- 2019</b>	<b>£196.680</b>
<b>2017 – 2018</b>	<b>£175,560</b>
<b>2016 - 2017</b>	<b>£147,840</b>

The DfE has given schools the freedom to use the Pupil Premium funding as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding and a termly report is produced outlining the impact of our use of funding for PP children. This is published on the website.

## THE PUPIL PREMIUM:

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

## HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM:

In making decisions on the use of the Pupil Premium we will:

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take-up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.

- Be mindful of the fact that eligibility and take-up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium funding, both by the school and governing body.
- Recognise the fact that PP children are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Use our termly pupil progress meetings to identify needs and put in place additional interventions as required.
- Consider the 3 tiers of Teaching (CPD), targetted support and wider strategies e.g. behaviour and attendance.
- Reflect on other, non-eligible children who will also benefit (EEF Pupil Premium Guidance; Pupil Premium Policy Paper 2020)

#### **COVID 19 NATIONAL LOCKDOWN:**

During the national lockdown, we continued to support our PP children.

- Box of Delight - art charity boxes delivered to PP children
- Regular phone calls from a member of staff
- Socially distanced visits
- Individual packs of work delivered/sent if they were SEND too
- Lent laptops to some families
- Gave food vouchers
- Ordered the food vouchers from the Covid Summer Food Fund
- Organised links from 2 charities for both frozen and fresh food packages to those in need
- Focus on physical and mental well-being
- Focus on reading for pleasure through YouTube videos of teachers reading books
- Time Capsule project September 2020 to discuss and process emotions linked to the pandemic
- Video links to support their learning if they were finding a concept difficult
- Sent home a leaflet for Recipes on a Budget
- Well-being packs sent home

## **LINKS TO OTHER POLICIES AND DOCUMENTATION:**

- Termly Pupil Premium Reports (on website)
- Recovery Curriculum Policy
- SDP
- Inclusion Team Support Plan
- Remote Education Contingency Plan
- Learning for Life
- Well-being and Positive Mental Health Policy
- Well-being Risk Assessment for Children

## **ROLES AND RESPONSIBILITIES:**

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

## **SENIOR LEADERSHIP TEAM:**

- Responsibility for implementing this policy is shared by the Head, Deputy, 3 Assistant Heads (Inclusion Leader, Quality Assurance Leader and Assessment Leader with specific responsibility for PP), alongside the School Business Manager.
- They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils.
- They will ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
- Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.
- They have day-to-day to responsibility for co-ordinating the implementation of this policy and outcomes.

The Pupil Premium Leader will include the following information in the termly reports:

- Summary of finances received
- Outline of how the money has been sent
- Internal and external assessment data

## **SCHOOL SUPPORT FOR ALL CHILDREN (ESPECIALLY PP COHORT) BY STAFF:**

- Quality First Teaching
- Consistent approach to developing vocabulary across the school e.g. word of the day, vocab focus in VIPERS reading lessons
- Promotion of the love of reading e.g. buddy reading, Reading Around the World, reading for pleasure, adults reading in assembly
- Appropriate CPD for staff e.g. RWI Phonics
- Bespoke and flexible interventions and gap plugging as appropriate
- Published interventions e.g. Talk Boost, Word Aware, Black Sheep Press, Toe-by-Toe)
- Discussion of appropriate provision and progress in Pupil Progress Meetings
- Circle Time to give opportunities to discuss and process emotions, feelings and behaviour
- Inclusion Team Support Plan
- Emotional Literacy support - bubble system, emotions barometer in class, weekly well-being sessions, well-being week
- Learning for Life curriculum
- Aspirations Day
- Marvellous Me to celebrate activities and achievements in schools with parents
- Mental-Health First Aider
- Tailored lunch time and play time support where needed including Dragons' Lair, lunchtime club
- Teaching and promotion of the 5Rs to develop Learning Behaviours:
  1. Resilient Ronald - A focus for the start of each academic year
  2. Risk-taking Robbie - To develop the 'Courage Culture'
  3. Relationship Riley - To develop team working, listening skills and altruism
  4. Reflective Reindeer - To support self-assessment in academic and social situations
  5. Resourceful Ruby - To help them learn what support is available to them
- Kindness month in September - plan and record acts of kindness towards others
- Social skills development
- Well-being assistant working with individual children to support behavioural and emotional needs
- Financial support for educational trips and visits
- Encouragement and pro-active actions to ensure greater take-up of clubs, roles and responsibilities in school by PP children
- Young Carers and Bereavement clubs
- Photo sheets of PP children in class folders for awareness by all working in the class

## **PARENTAL ENGAGEMENT AND SUPPORT:**

- A range of workshops e.g. academic, on-line safety, well-being to support them in engaging with children's academic, emotional and social development.
- Marvellous Me to engage them in the achievements of their children and in events occurring in school
- Parental Courses (adapted delivery to take into account social distancing where required) such as Parent Puzzle, Steps into School, Nurturing Programme
- Parent Information Hub - help and advice on issues such as housing, money, relationships

## **GOVERNING BODY:**

The COO from the EEEA will monitor the financial use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. The senior leadership team will also check to see that it is providing value for money.

Our Governing Body and EEEA trust have important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. This is via updated reports and are minuted in meetings. Our Governing Body will, at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

The EEEA Excellence Board have an element of QA through activities such as reviewing data and completing peer reviews

## **MONITORING AND REVIEWING THE POLICY:**

- Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.
- Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps.