

Pupil Premium Strategy Statement

Westfield Primary Community School

School Overview

Metric	Data
School name	Westfield Primary Community School
Pupils in school	496
Proportion of disadvantaged pupils	31% (155 pupils) PPG and SEND 28% (43 pupils)
Pupil premium allocation this academic year	£205,785
Academic year or years covered by statement	2019 - 2021
Publish date	01 December 2020
Review date	01 November 2021
Statement authorised by	John McCormack
Pupil premium lead	Claire Gomez/Lamara Taylor
Governor lead	Andrew Waller

School Context

Westfield Primary Community School is situated in the Westfield Ward in York. The majority of our families live within this catchment. The barriers faced by our pupils vary from child to child. We know that working closely with our families is vital in understanding how best to support their children's education, and at the same time supporting the family as a whole. Knowing the barriers facing our children individually, as well as their strengths and support factors allows us to support their educational achievement. That said, there are some common themes which can be identified, and most children facing disadvantage will have experience with one or more of the following:

Poverty and deprivation

- The Westfield ward is the most deprived ward in York.
- 21.6% of children in the Westfield Ward are living in 'poverty'. This percentage has continued to rise in recent years.

Historic poor attendance and punctuality

- The rate of children persistently absent from school is significantly higher than national averages. In 2018/2019, 14.7% of pupils had attendance less than 90%. The national average was 8.2%. Many of the children, who are persistently absent from school, are disadvantaged.
- The attendance of disadvantaged children is lower than non-disadvantaged children in all year groups. This has been a trend for many years.

Language deprivation

- Typically, two thirds of our children have low attainment on entry to school.
- Assessments completed within the first few weeks of EYFS, show that many of our children start school with skills in speaking, listening, understanding and reading significantly below age related expectations.

SEND

- 18% of our children have a special educational need or disability (95 pupils)
- 45% of the children with SEND, are also disadvantaged.
- 9% of our pupils are entitled to PPG and have SEND.

Limited life experiences, low aspirations and fixed mind sets.

- There is a higher percentage of obese children in reception than any other area of the city (14.8%) as well as the highest level of obese adults in the city with nearly 30% of adults being classified as obese.
- Life expectancy is also the lowest in the city.
- Crime rates, hospital admissions and unemployment rates are higher in the Westfield ward than any other part of York.

Disadvantaged pupil progress scores for last academic year 2018 – 2019

Measure	Score
Reading	-3.5
Writing	-4.4
Maths	-4.5

Strategy aims for disadvantaged pupils

Measure – predictions for Y6 2021	Score
Meeting expected standard at KS2	0 to ensure progress is in line with national averages
Achieving high standard at KS2	24%
Measure	Activity
Priority 1	High quality CPD for all staff for writing and maths. Introduce metacognition strategies to support positive learning behaviours and build resilience.
Priority 2	Address gaps in learning which have occurred because of historic, poor attendance.
Priority 3	Writing is pulling down the combined attainment measure in most cohorts so ensure new writing approach has impact and effective moderation leads to rapid improvements.
Barriers to learning these priorities address	Encouraging good attendance and provide targeted interventions to provide catch up for lost learning due to prior poor attendance and national lockdown. Increase resilience, build self-esteem and lead to increased pupil motivation.
Projected spending	Support for staffing structure £45k CPD 12K, focused attendance work £5K and technology £20K Reading for Real £5k Metacognition external support £5k Total 92K

Teaching priorities for current academic year by cohort

Aim	Target	Target date
Reception 20% PPG	Improve GLD outcomes through the effective use of ELKLAN, Wellcom, Bessi and Talk for York strategies to support language acquisition and vocabulary.	July 21
Year One 24% PPG	Support the gaps in the EYFS curriculum caused by lockdown. Pupils meet the expected standard in phonics, and where phonics does not work, have appropriate support to acquire reading skills.	July 21
Year Two 22% PPG	Address gaps in learning due to historic poor attendance for R/W/M. Writing skills needs specific support. Focused support for the high number of pupils with SEMH needs across the cohort.	July 21
Year Three 32% PPG	Whilst 50% of PPG pupils are currently on track, those with SEND as an additional need are in danger of underachieving. Reading is the greatest barrier and alternative strategies of support are required.	July 21
Year Four 34% PPG	Gap between PPG and non-PPG is widest for attendance and has been consistent for three years. Focused attendance support for 7 pupils is required. Writing, specifically spelling, is the key area for improvement.	July 21
Year Five 41% PPG	Significant historic attendance issues and current attendance remains a concern for the cohort. Gaps in learning are greater as a result. Self-esteem and confidence are low because of lockdown. Writing, specifically spelling, is the key area for improvement.	July 21
Year Six 45% PPG	Significant historic attendance issues and current attendance remains a concern for the cohort. Gaps in learning are greater as a result. Self-esteem and confidence are low because of lockdown. Basic skills in maths require the greatest support and cooperative learning to work together will build motivation and engagement.	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading	Invest in a range of additional support materials for pupils with SEND, particularly dyslexia, to support all pupils for whom phonics does not work as a strategy for reading. Reading policy required to ensure the consistent teaching of reading.
Priority 2 Maths	Focus on developing maths vocabulary and problem solving skills throughout school to improve the understanding of questions and reasoning. Ensure the maths and calculations policies provide a consistent approach to the teaching of maths; use of manipulatives and embed variation training to secure the acquisition of secure number skills.

Priority 3 Writing	Embed whole school expectations for spelling and handwriting to remove these as barriers to writing and strengthen moderation practices.
Barriers to learning these priorities address	Whilst motivation, relevance and reasons to write have improved pupils' attitudes towards writing, vocabulary, language and grammatical structures remain barriers for many children.
Projected spending	Elklan training £2k, maths equipment £3k, White Rose CPD £500, phonics resources/online tracker £1.5k, reading revival £3k, Reading Plus £6k and additional staff hours for reading support for autumn term £8k. Total £24k

Wider strategies for current academic year

Measure	Activity
Priority 1 Attendance	Ensure attendance improves for all children, and the gap between PPG and non-PPG attendance reduces and aligns more closely with national. Consistent approach for all staff to catch up lost learning.
Priority 2 Social, Emotional and Mental Health	To support children with their SEMH needs through bespoke nurture provision. Maintain outstanding pastoral support for families throughout school.
Barriers to learning these priorities address	Attendance and readiness to learn for our most disadvantaged. Identify and track the next tier of disadvantage who do not meet the criteria for PPG funding. Low aspirations and motivation.
Projected spending	SEMH specialist teachers for autumn term £14k and dedicated pastoral support three Children's Champions - £105k Total £129k

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time for staff professional development. Staff well-being in what has been a challenging year.	Use of INSET days and additional cover for senior leaders. Coaching for all staff in teams.
Targeted support	Ensuring enough time for school staff to support small groups.	Smaller classes, additional hours for interventions and ensuring the correct interventions are planned. Effective monitoring of timely intervention leading to high impact.
Wider strategies	Engaging the families facing the greatest challenges.	Working closely with the LA and other agencies to plan outreach support.

Review: last year's aims and outcomes

Aim	Outcome
Progress in writing	Significant improvements in pedagogy because of the Write Time project has led to improved motivation to write. Changes to the curriculum have addressed the lack of real life experiences. Monitoring has shown significant improvements across all cohorts and the whole school focus on vocabulary and tier 1/2/3 language is beginning to show impact on outcomes.
Full review of behaviour policy	A culture of positive behaviour is evident and there is a strong therapeutic approach towards behaviour management. Pupils' attitudes towards one another show clear understanding of the school values. Significant increase in staff training has led to positive adult interactions. Children take responsibility for their behaviour. Consistency in behaviour systems have reduced exclusions, low-level behaviour and removed challenges around transitions for pupils.
Monitoring and effective use of data	All teaching staff are confident using data. FFT and tracking systems are used effectively to accurately identify gaps in learning and monitor cohorts. Pupil progress meetings have a clear focus on the use of data and monitoring of all cohorts has a specific focus for pupils who are disadvantaged or have SEND needs.
Parental Engagement	Café Assemblies and our Community Hub (food bank/uniform) have welcomed parents into school, which has built further trust between home and school. The visibility of Senior Leaders and Children's Champion's throughout school has developed positive relationships and provided opportunities for parents to share concerns and seek advice and support. Our core values underpin all interactions and relationships at all levels have significantly improved, leading to meaningful engagement with our parent community.
Attendance	Attendance systems and structures are rigorous and started to have impact prior to lockdown. Attendance for almost all cohorts has improved but the gap between PPG and non-PPG attendance remains significant. Teaching throughout school is good or better and there is a strong correlation between low attendance and poor outcomes.