



Westfield Primary Community School

Pupil Premium Strategy 2018-19



Academic Year	2018-2019	Pupil Premium Grant Allocation	£ 230,000
Number of pupils on roll in Years 1-6	444	Number of eligible pupils	138 (Years 1-6)

Pupil Premium Percentages By Year Group					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
17%	21%	30%	46%	34%	46%

Main Barriers to Educational Achievement

In order to spend the PPG effectively, it is imperative to have a clear understanding of the barriers faced by our children, in particular those who are eligible for the grant. These vary from child to child and we recognise that the most important thing is to have an understanding of the barriers facing children individually, as well as knowing the strengths and support factors which will aid their educational achievement. We believe that working closely with our families is vital in developing an understanding of how best to support their children's education, and at the same time supporting the family as a whole. 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 issues

- Poverty and deprivation
- Low school attendance and poor punctuality
- Language deprivation
- SEND
- Limited life experiences, low aspirations and fixed mindsets

Poverty and Deprivation:

Westfield serves a part of York with residents who are higher than average on the multiple indices of deprivation, with higher than the York and National average rates of poverty and deprivation, obesity and mortality. Some children live in temporary accommodation, refuge housing and under threat of or victims of eviction. We have high levels of involvement with Children's Social Care and are fully aware that a number of our children live in homes which are often chaotic, volatile and may suffer food poverty.

The Westfield Ward is the most deprived ward in York. Westfield Ward data shows that the number of children living in poverty has increased over recent years; 17% of children live in poverty and there are 11% of households in fuel poverty. 28% of residents have no qualifications. Crime rates, hospital admissions and anti-social behaviour in the locality are significantly above local averages.

Westfield Ward Profile

Indices of Multiple Deprivation

The IMD measures and rates a number of different domains affecting quality of life including income, employment, education and skills, health and disability, crime, barriers to services and quality of living environments.



1 out of 21

Ward Rank in York (Low is Bad)
1 out of 21

1 out of 21

Source: Department for Communities and Local Government (DCLG)

There are 21 wards in York. Of these 21, for the three consecutive data captures, Westfield has remained the most deprived ward in York.

Attendance and Punctuality

Attendance is a significant barrier to many of our children's education. The average attendance of pupils is significantly below the national average with particularly poor rates in EYFS. Rates of persistent absence are high. The attendance of pupils eligible for PPG is lower than that of children who are not eligible (93.5% vs. 94.4% Sept 2018 to Apr 2019). Pupils' punctuality is often affected by family situations. Some of our parents do not fully recognise the value of education or the impact their children's absence, persistent absence and punctuality has on their educational performance.

Language Deprivation:

Typically two thirds of our children have low attainment on entry to school with their speech, language and communication skills being the primary concern. It is evident across all year groups that many of these children have poor spoken language and a vocabulary range which is below that typical for their age. Many children have a little or no access to reading materials outside of school and limited life experiences, both of which are known factors in inhibiting language development.

SEND

Westfield is an inclusive school and has a reputation for effectively supporting pupils with additional needs. We have a higher than average pupil population of children with Special Educational Needs and Disabilities.

Children with Special Educational Needs are over-represented among children who are eligible for PPG, a factor which the government recognises as being double disadvantaged. This national picture is reflected at Westfield, where 31% of our children eligible for PPG are also on the SEN register, compared with 20% of the school population as a whole. It is imperative that we recognise the extent of the potential impact of double disadvantage, and that this is reflected in our strategies for developing support for these children.

Limited life experiences, low aspirations and fixed mindset

Through the delivery of the National Curriculum it is evident that many of our children have significant gaps in their general knowledge. When delivering subject material, our teachers can never assume a starting point of knowledge or understanding of vocabulary or concepts as many of our children have limited life experiences

which can be a barrier. Despite our locality, some of our children have never visited the seaside or have no experience of a river.

For some, the lack of money to access enriching experiences, poor parental involvement and low family aspiration in terms of educational development hinders children's ability to make connections, develop their vocabulary and learn about the world around them.

Low self-esteem and low expectations of themselves, particularly in regards to their own abilities and potential is a further barrier to many of our children's learning. Our challenge is also to maintain a balance when supporting our non-disadvantaged pupils; we have pupils who have a wide breadth of experiences, high aspirations and high levels of parental involvement which means we have to ensure the curriculum is challenging for them yet supportive for others.

Plans to overcome these barriers:

We believe that the way we spend this grant will be most effective if it is within a culture of high aspirations for all children and, crucially, as part of a culture of high regard for all children.

Children's Champions (£96,000)

Children learn best when their basic needs are met, they have high levels of emotional support and are in an environment which allows them to feel safe. To this end, we commit a large proportion of our PPG to employing three full time Children's Champions. The Children's Champions ensure children's basic needs are met. They provide support to those living in poverty and deprivation, those who are witness to domestic violence or victims of neglect. They provide emergency cash payments to families in fuel poverty or benefit sanctioned, food bank vouchers or groceries. They arrange health care, attend MARAC meetings and strategy meetings, liaise with police and Children's Social Care, co-ordinate FEHAs, liaise with outside agencies and provide breakfasts, advocacy and emotional support / counselling to vulnerable children.

The Children's Champions also play a key role in attendance: identifying families requiring additional support to get their children to school and challenging parents when their children's absence is high.

The Children's Champions also support children's emotional health and wellbeing by de-escalating BESD crises; resolving challenging behaviours and friendship difficulties; building children's self-esteem and resilience and developing children's abilities to resolve conflict and manage their anger.

SEN Support (INSERT)

In order to meet the needs of our children and families, and manage the volume of reviews of Educational Health Care Plans and My Support Plans, the SENco requires dedicated leadership and management time that is well above the hours specified by the NUT standard non-contact formula. To support in this, our PPG is used to:

- contribute towards a part time teacher salary to allow for SENco to be out of class and free to support SEND pupils, provide staff training on SEND and deliver targeted interventions
- contribute towards the cost of SEND resources to support teaching and learning

Quality First Teaching

In order to ensure that our children make good progress, it is imperative that they experience and enjoy a consistently high quality of teaching throughout their primary education. To achieve this, a proportion of our PPG is spent on:

- additional staffing in key strategic areas to allow for smaller class sizes and reduce the teacher: pupil ratio (£38,000)
- additional teaching assistants in EYFS to support early intervention (£INSERT)
- high quality training for staff in all roles to develop effective practices which will further improve the quality of teaching and learning. (£11,000)

Rich Curricular Opportunities

A proportion of the grant will be used to enrich curriculum provision with the intention of providing opportunities which develop pupils' language and compensate for some of the limited life experiences. Provision of these experiences will excite children, provide concrete experiences which will improve long term memory, and in turn hopefully improve attendance and engagement in learning.

Provision of Free Milk and Breakfast Club

To ensure all children have the best chances of a positive start to their day, some of the PPG will be used to:

- meet the costs of daily milk for all pupil premium pupil
- fund breakfast club places, with support from breakfast charities, for vulnerable children
- provide a SATS breakfast for all Y6 children in order to support the attendance and punctuality required during statutory assessment week.

Evaluation of 2017/2018 Pupil Premium Plans:

For the financial year 2017-18, schools were given £1,320 per child entitled to Ever 6 Free School Meals, and £1,900 per child defined as Looked After. £300 was also given for service children. In total, Westfield was allocated £INSERT of Pupil Premium Grant (PPG) funding. The money was spent as follows:

- Employment of three full time Children's Champions (£96,000)
- Employment of additional teaching assistants to provide targeted interventions and SALT £INSERT
- Contribution towards to the employment of a non-teaching SENCO £INSERT
- Employment of additional teacher to reduce class sizes £INSERT
- Funded breakfast club places, subsidised milk for all PPG pupils and SATS breakfast (£4000)
- Contributions towards school trips (£300)

Impact on Pupils' Attainment

At the end of the academic year 2017-18, the attainment and progress figures for children eligible for PPG were as follows:

KS2 Attainment and Progress Summary 2018				
	Attainment		Progress	
	All pupils	PPG	All pupils	PPG
Reading	64%	60%	-0.9	-1.52
Writing	79%	73%	0.98	0.38
Maths	67%	63%	-0.22	-0.08
Combined	56%	57%	N/A	

Whilst attainment figures for disadvantaged pupils are below those for those not entitled to PPG, the RWM combined figure is above that of the national average for disadvantaged pupils (50.3%). The progress scores in reading and maths further indicate a positive impact of the Pupil Premium Grant spending. We continue to review the most effective use of this funding, and all children eligible for PPG are focused on in termly Pupil Progress meetings, with interventions put into place quickly where a need is identified.

Impact on Pupils' Attendance:

The average attendance figure for 2017-18 for those children eligible for PPG was 93%, against a whole-school average of 94.6%. Frustratingly, 146 children have attendance figures affected by family holidays (at least 777 school days lost). In total, 172 school days were lost for children eligible for PPG. The differential in the price of holidays in term time and in school holiday time could be seen to be having a clear impact on the attendance of children eligible for PPG, and potentially on their academic outcomes.

Impact on Personal Development:

Although it is harder to quantify, pupils, parents and staff recognise the children in receipt of PPG make huge progress in terms of self-esteem and belief in their own capabilities and, most crucially, they develop high aspirations for their own future. The longer-term value of this in emotional and academic terms cannot be overstated.

Review

This document will be reviewed each April and September.