

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 Community School
Number of pupils in school	504 (537 including Nursery)
Proportion (%) of pupil premium eligible pupils	33% (31% including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	John McCormack
Pupil premium leads	Lamara Taylor / Claire Gomez
Governor lead	Andrew Waller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,990
Recovery premium funding allocation this academic year	£21,168
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium Plus Applied for Since Sept 2021	£646
Total budget for this academic year	£225,158
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total Spend £255,500

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve high attainment across all subjects. The focus of our pupil premium strategy is to support all disadvantaged pupils, including those who are already high attainers.

Our approach supports our whole school aims of

- **Inspiring** a love for our community through mutual respect, teamwork and the shared belief that anything is possible
- **Creating** a learning culture which recognises potential, celebrates achievement and respects individuality
- **Nurturing** strong relationships in a safe and secure environment, where opinions are valued and kindness is the core

At Westfield, we pride ourselves in knowing our children and their families well. Our approach will be responsive to common challenges but, at times, requires an individual approach. Our Children's Champions are instrumental in providing personalised support for children and families.

Research tells us, success in the classroom leads to an increase in aspirations. Our disadvantage strategy focuses on what is in the school's gift: improving pupils' learning experiences and removing all notions that disadvantaged pupils have lower aspirations and attain less than their non-disadvantaged peers. We expect all staff to take ownership of the consistency of inclusion in learning. This is key to our success for addressing disadvantage.

High-quality inclusive practice is at the heart of our approach. This, along with a focus on developing self-regulated learners, will impact on closing the disadvantage attainment gap and, at the same time, will benefit our non-disadvantaged pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Based Tutoring for pupils whose education has been most affected, including non-disadvantaged pupils.

There is a strong correlation between pupil attendance and attainment. Significant work over the last three years has led to improved attendance, for all pupil groups, and will continue to be a priority.

Our Disadvantaged Learners Review by Marc Rowland, in November 2020, confirmed that our language gap is our attainment gap and consequently, there will always be a continuous focus on speech, language and communication throughout school.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged by the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Barriers

Our strategy for addressing educational disadvantage recognises that disadvantaged children are not always eligible for Pupil Premium funding.

We have identified the following the key barriers / challenges to achievement that affect our pupils. At Westfield, we understand that all of pupils have individual needs and will require different levels of support throughout their time with us. As a school, we have identified the key challenges however, recognise that there will be pupils who face barriers outside of those listed below. We will seek to personalise their support where appropriate.

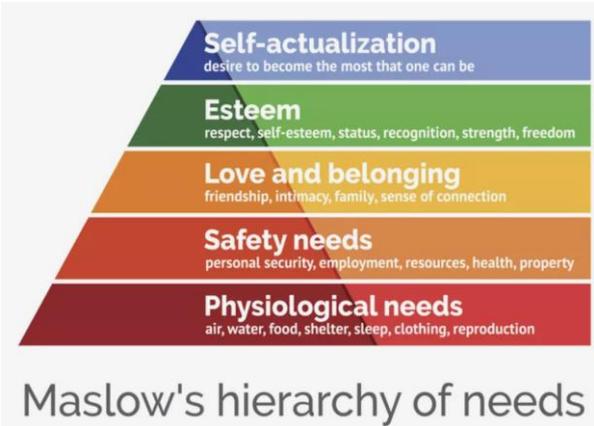
This details the key challenges / barriers to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge/barriers
1	Attendance: The gap between disadvantage and non-disadvantage for attendance remains significant in some cohorts. This can impact on children's access to high quality, inclusive teaching.
2	Pastoral Support: Our school community has a high level of deprivation as evidenced through IDACI and ward data. As a consequence, we have Children's Champions and a safeguarding team to provide a range of support for our school community.
3	Language and Communication: On entry data shows a significant need to support speech, language and communication for many pupils. Early identification and structured interventions are necessary to close the word gap throughout EYFS and KS1. WellComm is used as our screening and intervention tool.
4	Resilience / Motivation: Challenges 1, 2 and 3 combined can lead to low self-esteem. Monitoring has shown that these barriers can lead to children lacking resilience, motivation and presenting with low self-esteem.
5	Life Experiences and Aspiration: Life experiences can never be assumed. It is essential that our curriculum offer provides a variety of opportunities to develop skills, celebrate personal achievement and develop their understanding through concrete experiences.
6	SEND/Double Disadvantage: 46 % of our children eligible for PP have an identified SEND need as well. Therefore, it is essential to ensure that provision for SEND remains high profile and all staff have appropriate training to ensure all teachers and teaching assistants are effective teachers of SEND.
7	Reading: Reading fluency ensures all children access a full primary curriculum and be secondary ready. On entry data exemplifies the need for narrowing the word gap and having a secure system for early reading.

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.

Our overarching aim is for the attainment gap between PPG and Non PPG to be reduced.

Intended outcome	Success criteria												
<p>Attendance: To ensure poor attendance is not a barrier to achievement.</p> <p>Data below 2020/2021:</p> <table border="1" data-bbox="180 696 761 855"> <thead> <tr> <th>Period</th> <th>PPG Attendance</th> <th>Non PPG Attendance</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>152 children 94.5%</td> <td>342 children 97.2%</td> <td>-2.7</td> </tr> <tr> <td>8th March – 11th June</td> <td>159 children 94.0%</td> <td>338 children 96.8%</td> <td>-2.8</td> </tr> </tbody> </table>	Period	PPG Attendance	Non PPG Attendance	Difference	Autumn Term	152 children 94.5%	342 children 97.2%	-2.7	8 th March – 11 th June	159 children 94.0%	338 children 96.8%	-2.8	<p>The attendance of children eligible for Pupil Premium further improves and aligns with the previous 2018/2019 data FSM 94.4. Target 2022 95%</p> <p>To further reduce the number of children who are persistently absent from school and to reduce the gap across all cohorts.</p> <p>The attendance gap aligns more closely to national data from 2018/2019. Currently our gap is 2.8 and national was 2.1.</p>
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<p>Safeguarding: To offer enhanced support for our most vulnerable children and families.</p>	<p>The Community Hub will be well used and be a safe space for our families who need support to meet Maslow's hierarchy of needs.</p>  <p>Maslow's hierarchy of needs</p> <p>Parents will be knowledgeable about the role of the Children's Champions and know what support, both in school and in the community, is available for everyone to access. Social disadvantage will not be a barrier to attending school.</p>												
<p>Language and Communication: Build on the success of our communication friendly status in EYFS to develop staff understanding throughout KS1</p> <p>Nationally accredited by Elklan and OCN London</p>  <p>Oct 2021 - Oct 2024</p>	<p>We know our language gap is our attainment gap. Early identification will lead to effective intervention to prevent poor speech and language skills becoming a barrier to future attainment.</p>												

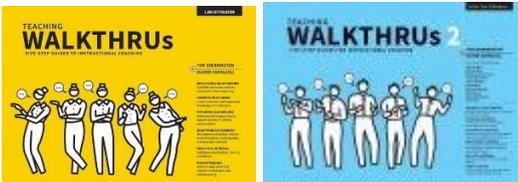
<p>Resilience / Motivation: Raise confidence and curiosity with our curriculum intent. The delivery of our curriculum will allow for opportunities and experiences which we recognise are not readily available within the family.</p> <p>We use the terms STRENGTHS STRUGGLES and STRATEGIES as a memorable cue for our children to understand metacognition and self-regulation strategies.</p>	<p>Children will be knowledgeable and curious about the world around them and have the confidence to ask questions.</p> <p>Every child a reader and to have confidence and competency in key skills to access the full curriculum and participate readily in their learning.</p> <p>Metacognition and self-regulation skills will be articulated by the children through our strengths, struggles and strategies approach and they will be able to articulate how they overcome barriers as a learner.</p>
<p>Life Experiences and Aspiration: Curriculum provision, including extra-curricular offer, will give children the drive and motivation to get out of bed in the morning.</p>	<p>Pupils will access a wide range of extra-curricular activities to become active participants in the wider life of the school. The school curriculum will offer a range of experiential learning opportunities that develop an appreciation of the world around them and enable them to be good citizens within their community.</p>
<p>Double Disadvantage Embedding effective systems for identifying, monitoring and supporting the SEND needs throughout school. External Review on SEND leadership</p>	<p>Consistent, high quality inclusive practice will be evident in all classes. A continual cycle of CPD for all staff will develop strong practice and monitoring will show provision meets need.</p>
<p>Reading Purchase of new standardised diagnostics assessments. Purchased DfE validated Systematic Synthetic Phonics programme SSP (Little Wandle) and associated resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. There will be a consistent approach throughout EYFS and KS1 with same day interventions to enable children to keep up rather than catch up.</p>

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: WalkThrus Programme £3,500, Huntington Research School £2,000, External Reviews of SEND £1,500, SSP £6,000 and Reading Plus £5,000. Support for class structure for current Y3 throughout KS2 £110,000 (long term strategy). **Total £128,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a long term instructional coaching programme for all staff through correctly identifying which walkthrus will have the most impact for our learners.		3, 4, 5, 6, and 7
Commissioned a further 5 sessions of metacognition training with Huntington Research School to develop self-regulated learners and effective teaching strategies.		3, 4, 5, 6 and 7
Continue with our CPD programme to support effective provision and teaching for pupils with SEND needs and to ensure all staff know how to meet the needs of all children.		1, 2, 3 and 6
Reading CPD and Developing Language. Purchase of DfE validated Systematic Synthetic Phonics programme (SSP) to secure stronger phonics teaching.	<p>The reading framework Teaching the foundations of literacy July 2021</p> 	1, 3, 4, 6 and 7

Pupil Wellbeing. Staff Wellbeing, retention and recruitment WIMT		1, 2, 4 and 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Additional hours for tutoring (funded Y1 and Y5), additional hours for other interventions £6,000 and Level 3 practitioner for Early Language Interventions £26,000. **Total £32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils.	DfE guidance on National Tutoring Programme Tuition targeted at specific needs and gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1, 2, 3, 4, 6 and 7
Intervention Plan delivered through additional TA hours will be monitored by the SENCo. Impact will be measured and practice modified in a timely manner to meet needs.	 Guidance Reports Special Educational Needs in Mainstream Schools	3, 4, 6 and 7
WellComm KS1/KS2 Good practice in EYFS will be disseminated throughout school to ensure all practice is language rich.	 WellComm There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impact on reading.	3, 4, 6 and 7

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

Budgeted cost: £ Additional SENCo time (1 day each week) £7,000, additional office hours for attendance £4,000, establishing our school-based wraparound care £7,000 and uniform and food bank £3,000. Children's Champion team for pastoral care £68,000 and KS2 Level 3 SEMH £6,500. **Total £95,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Third review of behaviour policy following staff survey will require a whole school approach to supporting pupils with significant SEMH needs post school closure.</p>	 <p>Guidance Reports Improving Behaviour in Schools</p> <p>WHEN THE ADULTS CHANGE EVERYTHING CHANGES PAUL DIX SEISMIC SHIFTS IN SCHOOL BEHAVIOUR</p> <p>TEACHING WALKTHRUS</p> <p>TEACHING WALKTHRUS 2</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>
<p>Attendance will remain a key priority.</p> <p>Health needs/toilet issues/medical will not be a barrier to attendance.</p> <p>Parental engagement, developing friendships and capturing pupil voice will inform future actions.</p>	 <p>Guidance Reports Working with Parents to Support Children's Learning</p> <p>Guidance Improving school attendance: support schools and local authorities Updated 6 January 2022</p>	<p>1, 2 and 4</p>
<p>The Community Hub Wraparound Care - The Den</p>	<p>Closure of the onsite, external wraparound care provider has led to a need for breakfast club and after school care. Those families who have needed financial support during the pandemic, particularly through the holiday food vouchers, will have continued support through our Community Hub. We also access the National Breakfast Programme.</p>	<p>1 and 2</p>
<p>Healthy Relationships. Developing our RSE curriculum is critical to ensure our children feel safe in school.</p>	<p>Relationships Education, Relationships and Sex Education (RSE) and Health Education</p> <p>Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>

Total budgeted cost: £ 255,500

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.

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 and relationships are trusting and respectful. 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. Office management systems have been enhanced through changes to the Management Information System. The use of Scholar Pack has enabled improvements to be made to parent communications and Marvellous Me is our parent communication APP to celebrate achievement and build connections between parents and school.
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.

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
Little Wandle Letters and Sounds Revisited	Harper Collins Publishers Ltd
Reading Plus	Reading Solutions
White Rose Maths Teaching Resources and CPD materials	White Rose Maths
Nessy	Nessy
My Maths	Oxford University Press
Spelling Shed	Ed Shed
TT Rockstars	TT Rockstars

Pupil Premium Plus

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How do you spend your Pupil Premium Plus?	Applied for four 4 pupils to support reading intervention materials, tutoring and residential visits.
What was the impact?	Reduced barriers 1, 2, 6 and 7