

Pupil Premium Strategy Statement & Review

Summary information									
School	Westfield Community Primary School								
Academic Year	2017-2018	Total PP budget	£53800	Date of most recent PP Review			Sep 2017		
Total number of pupils	425	Number of pupils eligible for PP	33	Date for next internal review of this strategy			Sep 2018		
KS2 end of key Stage Attainment									
Year	Pupil Premium Pupils			All pupils			All pupils Nationally		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Pupil Premium Pupils/ All pupils / All pupils Nationally	7 <i>pupils</i>	4 <i>pupils</i>	8 <i>pupils</i>	53 <i>pupils</i>	52 <i>pupils</i>	57 <i>pupils</i>	-	-	-
% achieving expected or above in reading, writing and maths	100%	25%	44%	92%	65%	67%	80%	53%	67%
% achieving expected or above in reading	100%	50%	56%	95%	73%	72%	89%	66%	71%
% achieving expected or above in writing	100%	75%	67%	95%	83%	86%	79%	74%	76%
% achieving expected or above in maths	100%	25%	56%	97%	73%	79%	87%	70%	75%

Summary – the school takes into consideration that year on year the needs of pupils eligible for pupil premium varies. We therefore review and reflect upon current practices at the start of a new financial year, implementing changes at the beginning of each academic year, to direct funding appropriately. Within a school year, where it is necessary, funds may be redeployed in line with advice from external agencies to ensure the allocation of funding best meets an individual's needs. The 'Education Endowment Foundation' (EEF) and Department for Education guidance documentation such as 'Unlocking Talent, Fulfilling Potential' have been used to guide the rationale for planned expenditure each year.

In 2015 school received recognition from the DfE for its work and exceptional attainment of pupil premium pupils.

Barriers to future attainment

A.	Pupils' pastoral/emotional needs
B.	Parental support with home learning
C.	A need for rich learning experiences outside school

Planned expenditure				
Academic year	2017-2018			
Chosen action / approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost
Year 5/6 Booster sessions.	Raise attainment and progress in English and Maths.	EEF indicates that small group tuition can increase progress by an additional 4 months. We have previously offered after school clubs but felt that without a maths or English focus there was little evidence to show impact on progress. The booster sessions offered will now be targeting Year 5 and 6 pupil premium pupils in these areas.	<ul style="list-style-type: none"> Experienced teachers to deliver sessions. Use of pupil assessment data to target pupils' needs. Small group sizes to maximise impact. 	£460
Employ Pupil Mentor (0.6 of contract allocated to work with pupil premium pupils). Provide pastoral programmes tailored to children's needs.	Raise attainment and progress in Reading, Writing and Maths by addressing emotional needs/barriers to learning.	Meeting children's emotional needs has an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (on average 3 to 4 months' additional progress) Sutton Trust EEF.	<ul style="list-style-type: none"> Access to specialised programmes which are targeted at pupils with behavioural or emotional needs. Engage families in supportive programmes e.g. Child Behaviour Direct. 	£13935 + £350 CPD
School uniform grant.	Families entitled to pupil premium funding are identified.	This is offered as an incentive to encourage parents to sign up to receive pupil premium in Reception/KS1 who may otherwise not register due to already receiving free school meals in R/KS1.	<ul style="list-style-type: none"> Communication with parents to encourage sign up including text messages, newsletter and letters. 	£1650
Fund educational visits.	Families entitled to pupil premium funding are identified. Enriching experiences to enhance children's writing.	This is offered as an incentive to encourage parents to sign up to receive pupil premium.	<ul style="list-style-type: none"> Communication with parents to encourage sign up including text messages, newsletter and letters. 	£1280
Small group tuition. (Interventions within the school day)	Raise attainment and progress in Reading, Writing and Maths.	EEF research shows that intensive tuition in small groups is very effective. (4 months' additional progress) Teacher focus on giving immediate feedback, and closely matching work to learners' needs. Use of pre and post teaching has proven effective in moving children on in their learning.	<ul style="list-style-type: none"> On-going assessment for learning to close the gap. Use of pre-teaching to enable pupils to access session confidently and with a good foundation for their learning. 	£14140
Forest school sessions for EYFS/KS1/KS2 pupil premium pupils.	Targeting pupils early to shape learning dispositions and attitudes to school in EYFS. Increase self-confidence and self-esteem.	Forest School Association suggests that, ' <i>Forest School offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.</i> ' The language rich activities that children will engage in will help close the 'word gap' outlined in	<ul style="list-style-type: none"> Two Level 3 trained members of staff. Additional staff members trained to Level 2 to support Forest school activities. Quality Forest school space onsite – on-going development of this space to enhance the learning environment. 	£3900 + £300 resources

		the DfE publication, 'Unlocking Talent, Fulfilling Potential'.	<ul style="list-style-type: none"> Liaison between staff to promote the Forest School ethos in the classroom. 	
Provide study support books.	Extend and support learning at home.	Previous experience in school has shown that when children are provided with study materials free of charge then they are more likely to engage in extending their learning at home.	<ul style="list-style-type: none"> Purchase high quality materials. Subject leaders to ensure that support materials match curriculum expectations. 	£495
Teacher/teaching assistant interventions.	Improve attainment and progress.	This has impacted on attainment and progress in previous years and is supported by EEF research suggesting that it has the potential to increase by 4+ months' additional progress across the year.	<ul style="list-style-type: none"> Ensure interventions are measurable. Teach specific areas or programmes of learning in interventions. Maintain staff CPD to ensure quality of interventions. 	£15740
After school clubs.	Provide enriching experiences, families entitled to pupil premium are identified.	Most clubs offered have an Arts or Sports focus. Being involved in after school activities may increase attendance and enjoyment at school. Although impact on progress is low, wider benefits on attitudes to learning and well-being have also consistently been reported in EEF research.	<ul style="list-style-type: none"> Offer Arts and Sports after school clubs. Communication with parents to encourage sign up including text messages, newsletter and letters. 	£1840

Total budgeted cost £54090

Review of expenditure

Previous Academic Year		2016 – 2017		
Chosen action/approach	Desired outcome	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
1:1 Tuition	Raise attainment and progress in English and Maths.	All pupils who received the tuition made better than expected progress (during 2016-2017 academic year) and are now attaining higher than they were prior to the sessions. 38% of the pupils achieved their 'ambitious' targets.	Small group tuition will be provided rather than 1:1, with children being grouped by similar attainment to maximise the number of pupils and duration of time that pupils receive tuition.	£2880
EYFS interventions	Raise attainment and progress in English and Maths.	The focus on pre-teaching of phonics has enabled children to access the curriculum in line with their peers. EEF evidence suggests that early years and pre-school interventions are beneficial with above average levels of impact (typically 6 months' additional progress).	Intervention at this early stage with a focus on phonics and reading has given children a positive start to school life and will continue.	£2340

School uniform grant	Relieve financial pressures of purchasing school uniform to enable money to be spent on quality family enrichment.	We have been unable to analyse whether children are benefitting from enriching activities outside school as a result of relieving financial pressure and EEF research shows that there is no evidence to suggest that school uniform impacts on attainment. However, we are confident that families who are entitled to receive pupil premium funding have signed up in Reception/KS1 so that children have been identified at an early stage.	We have provided notification to parents that this will no longer continue after Autumn 2017.	£2800
Fund educational visits	Provide enriching experiences.	Educational visits have provided interesting and engaging stimulus for reading and writing activities.	We will continue to fund educational visits to relieve financial pressure and ensure that children are able to access enriching experiences, as well as offering an incentive for families to sign up to receive funding.	£1125
Provide study support books	Extend and support learning at home.	Study books have been utilised and have guided parents with supporting their child at home.	Continue.	£450
Teacher/teaching assistant interventions	Improve attainment and progress.	This was particularly successful in 2014/15 so was continued in 2016/17.	Continue.	£12610
Employ Pastoral Support Mentor	Pastoral/emotional needs met.	Pastoral records in school show that pupil premium pupils have accessed mentor support such as 'friendship counselling' and 'emotion coaching'. These issues have been successfully addressed to enable pupils to maximise their learning and increase their enjoyment of school.	Continue to provide mentor support. Strengthen range of support available for next academic year and involve parents in accessing the services available e.g. Child Behaviour course. Analysis shows that as a weekly average over the course of the year, 0.6 of the mentor's time has been utilised with pupil premium pupils. This will be reflected in the pupil premium overall spend next academic year.	£17040
Purchase 'Google Expeditions'	Motivate pupils and provide enriching experiences.	The rationale for this choice was based on EEF research that suggests that technology has the potential to enable changes in teaching and learning interactions such as enabling more helpful representations. We feel that 'Google Expeditions' has helped children visualise their learning, potentially increasing progress by an additional 4 months.	The resource has been utilised effectively to provide enriching experiences. This was a one off purchase so will therefore not be factored into the pupil premium budget for next year.	£1200
Forest school sessions for EYFS/KS1/KS2 pupils.	Targeting pupils early to shape learning dispositions and attitudes to school in EYFS. Increase self-confidence and self-esteem.	Forest School Association suggests that, ' <i>Forest School offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.</i> '	Members of staff are now fully trained and the area is being re-designed to maximise the learning space. Liaison between staff is being encouraged to promote the skills learned in Forest School in the classroom e.g. resilience. Continue.	Early years £2601, KS1/2 £11735 Training £1700

Purchase 'Accelerated Reader' package.	Raise attainment and progress in Reading.	Teachers have been able to track children's reading ages and progress made. This has supported teachers to tailor their teaching to children's needs.	Continue.	£1793
Total				58274