

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 Community Primary
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	January 2024
Date on which it will be reviewed	Dec 2024
Statement authorised by	Emma Lote Headteacher
Pupil premium lead	Pam Anderson Deputy Headteacher
Governor / Trustee lead	Matt Cole - Link Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,720
Recovery premium funding allocation this academic year	£5,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,240

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that everybody thrives, irrespective of their background or the challenges they face, **having the resilience and confidence they need for our dynamic world**. The focus of our pupil premium strategy is to support disadvantaged pupils **to achieve the very best - academically, creatively and emotionally**.

We will consider the challenges faced by vulnerable pupils, such as those who are 'looked after' by the local-authority, pupils who were previously 'looked after' and pupils of services personnel. The activity outlined in this strategy is intended to support their needs, regardless of whether they are disadvantaged or not.

We intend to offer **outstanding teaching for all**, with a focus on areas in which disadvantaged pupils require the most support. This is proven to be effective in closing the attainment gap, but also benefits non-disadvantaged pupils, so that all pupils are **able to learn and achieve their very best**.

Our approach will be responsive to common challenges and individual needs, as identified through scrutiny of data, in order to **provide an education which is well balanced to ensure children**, including those that are disadvantaged, **have a wide range of skills to embrace the challenges that face them; academically, socially and creatively within a healthy body and mind**.

Challenges

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

Challenge number	Detail of challenge
1	In reading, writing and maths, a disproportionate number of pupils that are well below or just below age-related expectations are PP pupils (Jul 21 - PP pupils that are well below - Reading 12/50, Writing 13/50, Maths 7/19). In some classes the majority of pupils below age-related expectations are PP pupils.
2	It is anticipated that the number of PP pupils who will not meet the expected Y1 standard in phonics (Jul 22) will be disproportionately greater than non-PP pupils (50% i.e. 2/4 PP pupils).
3	The number of PP pupils achieving 'greater depth' is significantly lower than non-PP pupils, across all curriculum areas, in all year groups (Jul 21 - Reading 3/83, Writing 2/50, Maths 2/73). In some classes there are no PP pupils currently attaining 'greater depth'.
4	Of the 21 pupils in Seedlings (Dec 21), 9 were performing below age-related expectations in relation to communication and language. All 6 pupils eligible for 'Think 2' funding were included in this group, 4 of whom were well-below.

5	A higher proportion of PP children require support for SEMH needs. During 2020-2021 34% of PP pupils (14/41) accessed support from the learning mentor compared with 16% of non-PP pupils (58/370).
6	A higher proportion of PP families require support for the challenges they face, beyond school, which impacts on pupils' attendance and educational attainment within school. During 2021/22 there were a greater proportion of PP pupils with attendance <90% than non-PP pupils.
Point to note: the significantly low numbers in some year groups distorts data for disadvantaged pupils, making it difficult to develop trends.	

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.

Intended outcome	Success criteria
Improved communication and language skills for disadvantaged pupils in EYFS.	2022 Early Communication Screening data shows significant improvements for disadvantaged pupils by end Rec. (from Rec. base-line data). This is evident when triangulated with other sources of evidence including teacher observations. By 2024/25 Early Communication Screening data shows significant improvements for disadvantaged pupils by end Rec. (from EYFS entry base-line data).
Improved reading attainment for disadvantaged pupils.	Y1 Phonics Screening Check - At least 75% PP pupils achieve the expected standard in 2022 and outcomes for 2024/25 for all pupils, including PP pupils are above National. End KS2 Reading – All PP pupils make at least expected progress from end KS1 data and outcomes for 2024/25 for all pupils, including PP pupils are above National. By 2024/25 the gap between disadvantaged & non-disadvantaged pupils' attainment closes to <20% (Jul '21 Y3 gap 41%). By 2024/2025 an increased number of PP pupils achieve 'greater depth' in Reading across school (Jul '21 gap 7%).
Improved writing attainment for disadvantaged pupils.	End KS2 Writing – All PP pupils make at least expected progress from end KS1 data and outcomes for 2024/25 for all pupils, including PP pupils are above National. By 2024/25 the gap between disadvantaged & non-disadvantaged pupils closes to <20% (Jul '21 Y3 gap 20%). By 2024/2025 an increased number of PP pupils achieve 'greater depth' in Writing across school (Jul '21 5%).

Improved maths attainment for disadvantaged pupils.	<p>End KS2 Maths – All PP pupils make at least expected progress from KS1 data and outcomes for 2024/25 for all pupils, including PP pupils are above National.</p> <p>By 2024/25 the gap between disadvantaged & non-disadvantaged pupils closes to <20% (Jul '21 Y3 gap 25%).</p> <p>By 2024/2025 an increased number of PP pupils achieve 'greater depth' in Maths across school (Jul '21 gap 5%).</p>
To achieve and sustain improved mental health and well-being for all pupils, particularly disadvantaged pupils.	<p>Improved outcomes for families of PP pupils, across a range of areas, by 2024/25, impact positively on pupil's health & well-being, as evidenced through teacher observations.</p> <p>Pupils report high levels of well-being, by 2024/25, compared with current picture, as evidenced through pupil voice (including surveys).</p> <p>Increased numbers of PP pupils engage with enrichment activities, by 2024/25, compared with current picture.</p>
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Whole school attendance remains above National.</p> <p>By 2024/25 the gap between PP attendance and non-PP pupil attendance will have closed to <1% (Jul '21 gap 2.14%)</p> <p>By 2024/25 the number of PP pupils with attendance <90% is proportionate to, not greater than non-PP pupils.</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: £32,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding collaborative learning activities across the school curriculum.	EEF reports "High impact for low cost based on limited evidence" (+5 months).	1, 2, 3, 4, 5
CPD for staff, new to school/ECT to ensure high quality of teaching and learning.	EEF guidance report "Special Educational Needs in Mainstream Schools" highlights that pupils with SEND are also more than twice as likely to be eligible for free school meals. It	1, 2, 3, 4

	stresses the importance of all pupils having access to high quality teaching.	
Continue to monitor impact of marking and feedback on children's learning and progress.	EEF reports "Very high impact for very low cost based on extensive evidence" (+6 months) based on recommendations in guidance report "Teacher Feedback to Improve Pupil Learning".	1, 2, 3, 4
CPD to further develop a mastery approach to mathematics focussing on bar modelling.	EEF reports "High impact for very low cost based on limited evidence" (+5 months) based on recommendations in guidance report "Improving Mathematics in Key Stages 2 and 3".	1, 3
Develop staff expertise in understanding the impact of ACES on pupil outcomes.	EEF's guidance report "Improving Social and Emotional Learning in Primary Schools" states that this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	5
Enhance Little Wandle resources and provision across EY & KS1 to impact positively on disadvantaged pupils phonics outcomes @ end KS1 and purchase KS2 RCU materials.	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches than non-PP pupils. EEF reports "High impact for very low cost based on extensive evidence" (+5 months), where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks.	2
Revisit & embed no-nonsense spelling across KS2	EEF Improving Literacy at KS2 – strand 5 – recommends focussing on transcription, including spellings.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils, including those that are disadvantaged, to engage with Lexia Core 5 Reading Program.	EEF latest research has found that: <ul style="list-style-type: none"> Struggling readers achieved +2 months' progress compared to non-users in as little as 16 hours of program use. 	1, 3

	<ul style="list-style-type: none"> • EEF awarded a high 'padlock' rating, enabling schools to draw strong conclusions on impact. • Lexia is a 'very low cost' program. • Fidelity of implementation in schools was 'high'. 	
Small group tuition (TP) – Writing & Maths - for identified pupils in Y6, including those that are disadvantaged.	EEF reports “Moderate impact for low cost based on moderate evidence” (+4 months)	1, 3
1:1 tuition – Reading – for KS2 disadvantaged pupils.	EEF reports “High impact for moderate cost based on moderate evidence” (+5 months)	1, 3
Use Century Tech online program in KS2	EEF guidance report “Working With Parents to Support Children’s Learning” states that it can be difficult to involve all parents in ways that support children’s learning – particularly those from disadvantaged homes. One key recommendation is to “Offer more sustained and intensive support where needed”.	1, 3
Oral language/speaking & listening ‘interventions’ for identified pupils in pre-N, YN and YR, including those that are disadvantaged.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills. EEF reports “High impact for very low cost based on extensive evidence” (+6 months), where frequent sessions (3 times a week or more) over a sustained period (half a term to a term) are delivered.	4

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

Budgeted cost: £11,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sally B to work 1:1 with identified children who are below 90% regularly and keep in touch with parents	EEF reports that effective parental engagement can have “Moderate impact for low cost based on moderate evidence” (+4 months) re. improving pupil’s learning.	5, 6
Pam A to work with identified families using the Outcomes Star Tool	EEF guidance report “Working With Parents to Support Children’s Learning” states that it can be difficult to involve all parents in ways that support children’s	5, 6

	learning – particularly those from disadvantaged homes. One key recommendation is to “Offer more sustained and intensive support where needed”.	
Actively promote enrichment activities to PP pupils and encourage engagement with them through providing funded places.	EEF reports that there is a small positive impact of physical activity on academic attainment (+1 month). However, it is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides i.e. health, wellbeing and physical development.	5

Total budgeted cost: £59,240

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 2022 to 2023 academic year.

Jul '23 attainment data shows that PP pupils are attaining less well than non-PP pupils in reading, writing and maths. Only a small number of PP pupils attained 'greater depth' in reading and maths; no PP pupils attained 'greater depth' in writing.

There is a reduction in the number of pupils in the lowest levels.

During 2022-2023 identified PP pupils accessed weekly mentoring support from SLT within school. Supporting their SEMH needs was identified previously through recognition that a disproportionate number of PP pupils accessed support from the learning mentor compared with non-PP pupils. Feedback from pupils included evidence of impact in a number of areas including academic performance, attendance, engagement and motivation, friendships, behaviour.

Whole school attendance 2022-2023 for PP pupils was 94.22% (an increase from 93.96% in 21/22) compared with non-PP pupils' attendance 95.5%. The gap between pupil premium and non-pupil premium remains the same. Of the pupils who had below 90% attendance there was no significant difference.

Parental engagement was strong throughout the year.

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