

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Westfield School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£52,420 £7,455 Surplus £59,875	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	207	<b>Number of pupils eligible for PP</b>	39	<b>Date for next internal review of this strategy</b>	April 2020

2. Current attainment (Y6 2019) 7 children			
	Pupils eligible for PP (Westfield school)		Pupils not eligible for PP (Westfield school)
	All PP pupils	Home-grown pupils	
% achieving in reading, writing and maths	57%	100%	77%
% achieving in reading	57%	100%	70%
% achieving in writing	57%	100%	70%
% achieving in maths	57%	100%	66%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
1.	Pupil being 'ready to learn' in class and have a strong sense of self-worth (pupils are in a secure place mentally/emotionally to enable a Growth mindset)
2.	Maintaining Quality Wave 1 Teaching
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
3	Lack of support with learning at home and lack of engagement from parents of pupils who are most vulnerable to under-achievement (low expectations by parents and family network)
4.	Access to resources, such as books, libraries, life experiences (especially cultural)

Desired outcomes		
Desired outcomes and how they will be measured	Success criteria	
<p><b>1.</b></p> <p>Provide effective provision for pupils who exhibit mental health or behaviour issues to be ready to learn.</p> <p>All members of our school community are mindful of their own and others Mental Health.</p> <p>Parents and pupils know who they can approach in the school for support with any aspect of their Mental Wellbeing.</p> <p>Westfield School has a designated Mental Health lead who organises staff training and CPD to ensure all staff recognise Mental Health needs in themselves, pupils, staff and families.</p> <p>PP pupils are healthy, happy, confident children who are ready and open to learning. They are resilient and able to regulate their emotions. PP pupils recognise the need to be independent and that this will secure a better future for them</p>	<p>Pupils are ready to learning in class without the need for intervention. Thrive assessments undertaken and whole class action plans acted upon. 1:1 and small groups Thrive sessions planned when necessary.</p> <p>Parents, pupils and staff feel listened to regarding their mental health and have confidence that staff in school are equipped to support.</p> <p>Westfield staff, pupils and parents know that MHEW is a key element of the schools development plan</p> <p>Pupils talk about their future with enthusiasm, they recognise especially in upper KS2 to have high expectations of themselves and set aspirational goals.</p> <p>Pupils discuss their academic achievements and targets with excitement</p> <p>Pupils develop an 'I can' attitude</p>	
<p><b>2.</b></p> <p>Teaching to be judged as at least good.</p>	<p>All teaching will be judged as Good or Outstanding across the school</p> <p>Rigorous monitoring carried out by all members of the SLT, alongside teachers, to ensure a triangulated approach.</p> <p>HLTAs and experienced TA3s will be deployed to cover classes, enabling staff to attend TRG programmes</p> <p>New staff to receive focused, targeted support from Maths and English subject leaders and NQT Mentor</p>	
<p><b>3</b></p> <p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p>	<p>Pupils attend events/visit places they would not usually be exposed to.</p> <p>Pupil able to attend clubs and afterschool activities.</p>	

### 3. Planned expenditure

Academic year 2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Costs
Consistent approach to assessment for learning	Use of Assessment for Learning strategies to provide purposeful and meaningful feedback to children	Evidence shows that Assessment for Learning strategies are used for 'empowering pupils to become owners of their own learning.' <i>Perfect Assessment for Learning, Clare Gadsby.</i>	Consistent application of the AfL policy. SLT to model and use the policy. Reviews of books to assess the use of AfL. Lesson drop-ins to ensure live/active marking is being used. Induction for new staff (VJ/TM) to include use of the AfL policy. SW/LD to support new staff with the implementation of this along with NQT mentor for TM (KB).	SLT	Termly after drop ins/Learning Walks. Termly CPD for TM during NQT time.	£1323.00 Percentage of DHT wages
100% of teaching to be good or better  At least 29% outstanding	Subject leaders to work closely with SLT to ensure curriculum coverage and progression of skills in their subjects are clear. Subject leaders to take ownership of monitoring to ensure that quality first teaching is good or better.	All children should receive teaching which is at least good every day. Pupils who are vulnerable to underachieve should receive appropriate provision to ensure that they 'keep up' with their peers.	Monitoring schedule followed by SLT and to include focused learning walks, drop ins, book looks and planning looks.  New members of staff to receive focused induction support from Maths and English subject leads  PP lead to complete book looks and learning walks with a	SLT	Term 2, 4 and 6 Pupil Progress Meetings  Monitoring as per Monitoring Schedule	£6615.00% of DHT wages

	<p>Monitoring will focus on attainment of all pupils.</p> <p>Grammar for writing approach to be embedded across the school</p> <p>Maths Mastery approach, already embedded across the school, to be monitored by SLT and Maths subject lead</p>		<p>focus on progress of disadvantaged children.</p> <p>Relevant training provided to ensure provision for disadvantaged pupils is high priority.</p>			
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**Total budgeted cost** £7938

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Costs
<p>Improve pupils' social and emotional wellbeing.</p> <p>To encourage self-regulation and coping mechanisms for life-long learning</p>	Thrive	<p>Thrive training will involve - six face-to-face days and three e-learning modules. Upon successful completion, you will gain your Thrive Childhood Practitioner Licence. The cost of this course includes one CPD course (worth up to £153) for your first year.</p> <p>There are also Thrive awareness courses, which are free.</p>	<p>Member of staff to be trained as a lead practitioner</p> <p>Member of SLT to attend Awareness Course with a focus on supporting the lead practitioner to ensure this is a whole school approach.</p>	AA KB	At the end of the course programme	<p>£501.25</p> <p>£1919 for both courses</p> <p>£2989 % of SENCo wages</p>

		<a href="https://www.thriveapproach.com/courses/awareness/109/5604/">https://www.thriveapproach.com/courses/awareness/109/5604/</a>				
Narrow the gap in Maths attainment between disadvantaged and non-disadvantaged pupils.	HLTA Maths boosters Kim	'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.' <i>Pupil Premium Guidance 2019</i>	Focused Maths interventions in Year 4-6.	KS KB	Termly	£4325.50 % of HLTA wages
Improved speech and language skills across the school.  Pupils can speak clearly and confidently using full sentences.  Pupils improved speech has a direct positive impact in their written work across the curriculum	Speech Link	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	CP AF	After each assessment or intervention block	£650  £1700 % of TA3 wages.
<b>Total budgeted cost</b>						£7759.00
<b>iii. Wider strategies</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>	<b>Costs</b>

					<b>impleme ntation?</b>	
Pupils are exposed to a wide range of social/cultural and sporting experiences.	Supporting children and families meet small costs, such as breakfast club, music tuition and school trips.  Lunchtime activities	We know that to improve outcomes for pupils they need to feel special and safe. Enabling them to experience trips, days out and new skills will help achieve this.  Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential.	Use the EFT learning ambassadors, more able and therapeutic stories sessions to build resilience in some PP children and to enable these pupils to have the opportunities to visit other schools and places.  Certain children invited to after school clubs and registers to monitor who is attending these.  Lunch club to include craft activities for children to attend.  Pastoral support at lunchtime for KS1 (half an hour a week)	KB JT	After each project, through parent and pupil voice.	£1000 EFT  £3829.00 % of lunchtime staff wages
Pupils talk about their future with enthusiasm, they recognise especially in upper KS2 to have high expectations of themselves and set aspirational goals.	Thrive – social and emotional learning  “Champion a child”  Professor C Gull programme	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.  To increase knowledge of university terms, increase knowledge of University life, increase knowledge of options at University and to raise aspirations around future careers	AA and MB to undertake Thrive training  All members of staff to be assigned a child (not in their class) to ‘touch base’ with at least once a week. This adult will take on a mentor role and be someone that the child can go to with particular worries and concerns.	AA MB	Termly Pupil Voice to include feedback through School Council Meetings	Thrive cost listed above.  No immediate costs  Contingency towards paints and materials. £200  £100 Professor C Gull

Pupils feel empowered by taking on a 'teaching' role and recognise how to support others	Peer tutoring for maths and reading	Peer tutoring – EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/</a>	Pupil Premium lead – KB to work with groups of children to introduce and implement 'Learning Together' groups for maths and reading.	KB SW LD	Termly, starting from Term two	£100 resources  % DHT wages £1,959.00
Increased pupil aspiration and self-esteem (links with MHEW)	<u>Play therapy</u> •Poor engagement in education •Behaviour difficulties •Friendship/social issues •Anxiety  Monday Assemblies to have a weekly MHEW focus  Reading aloud to Dora, the school reading dog.	Play therapy and therapeutic stories were identified due to their particular effectiveness with children who cannot, or do not want to talk about their problems.  Children's mental health and emotional wellbeing needs to be looked after if children are to thrive and succeed in school.  To improve the confidence of struggling readers and to improve mental health through giving children opportunity to share any anxieties.	6 weeks sessions 1:1 with targeted children  Weekly Monday assemblies (20 minutes).  Weekly 1-1 sessions, beginning in term one for Years 5/6. Term two for Years 3/4 and term three for Years 1/2.	LN  KB MJ  MJ	After every 6 weeks programme AF to support LN to create a report	£5,950 LN  No immediate costs
Increased parental engagement	At least three events per year where the class teacher invites parents into school for an event	Parental engagement is consistently associated with pupils' success at school	Postcards to be sent home termly (at least one child per class).  Each class teacher to create a Parental Engagement Plan where parents are invited into school for at least three events over the course of the year. One event to include the children as teachers.	KB All staff	Parent Voice in Term 6?	£1000

			Target certain parents for courses. Build relationships with our hard to reach parents by inviting them to events.			
Increased motivation and engagement in the curriculum	Curriculum enrichment days Topic 'wows'	Curriculum enrichment days give children the opportunity to study a topic in more depth. Children are able to pursue and develop their own interests. Learning is made more enjoyable and children are both motivated and engaged.	Two whole school curriculum enrichment days planned by a subject leader  Teachers to organise a 'wow' at the beginning or end of a topic.	Staff	Pupil voice after each enrichment day	£2000
<b>Total budgeted cost</b>					£16,138.00	

## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.