

Pupil Premium strategy statement (primary)

1. Summary information					
School	Westfield School				
Academic Year	2020-21	Total PP budget	£58,800 £6176 carry forward Total: £64,976	Date of most recent PP Review	July 2019
Total number of pupils	208	Number of pupils eligible for PP	46	Date for next internal review of this strategy	April 2021

2. Current attainment (Y6 2020) 6 children			
	<i>Pupils eligible for PP (Westfield school)</i>	<i>Homegrown PP Pupils</i>	<i>Pupils not eligible for PP (Westfield school)</i>
% achieving in reading, writing and maths	57%	75%	70%
% achieving in reading	57%	75%	87%
% achieving in writing	71%	100%	74%
% achieving in maths	57%	75%	83%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
1.	Impact of COVID19 and school closures on attainment, progress and readiness to learn. On average, 34% (16/47) of children with access to PP funding engaged with home learning during lockdown.
2.	Impact of COVID19 on mental health and wellbeing
3.	Maintaining quality Wave 1 Teaching
4.	Speech and language – we have currently identified 50% of disadvantaged pupils needing support with speech and language. The highest need is in EYFS and Year 1.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
5.	Lack of a language rich environment or academic support at home resulting in slower progress in English and Maths	
6.	Access to resources, such as books, libraries, life experiences (especially cultural)	
7.	To bring disadvantaged attendance in line with non-disadvantaged pupils to maximise learning	
Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
1.	Pupils make accelerated progress to ensure that the disproportionate impact of school closures does not widen the attainment gap further. Overall gap decreases in both key stages.	Robust assessment procedures (both formative and summative) allow teachers to make informed judgements about appropriate teaching and learning strategies and interventions. Teachers will take ownership of children's attainment and progress and readily discuss any potential barriers with SLT on a regular basis, including termly pupil progress meetings. SENCO and Pastoral Assistant SENCO to attend to identify children for appropriate intervention. A termly CPD programme for Teaching Assistants will be run to ensure maximum progress from in class support and interventions. Where appropriate, disadvantaged children will be given priority for 1:1 tuition, possibly from the National Tutoring Programme. A focus on reading and use of high quality texts will show accelerated progress of disadvantaged children in reading.
2.	PP children are happy, healthy, resilient and take an active role in their learning. They are ready to learn and understand how they learn best. PP children are confident and have a strong sense of self-worth. They are able to talk about goals and ambitions for the future with excitement. Children are able to talk about academic targets and achievements with enthusiasm. PP children see school as a safe place and understand the importance of learning and independence.	Recovery Curriculum in place for September. Based on 5 levers and focussing on the theme of 'loss' throughout lockdown: https://www.evidenceforlearning.net/recoverycurriculum/ Focus on metacognition throughout the year, particularly in the first term resulting in pupils understanding characteristics of effective learners and how they learn best. Lessons will involve modelling and teaching of metacognition to allow pupils to discover the learning strategies that help them the most. Focus on Thrive Thinking and Learning Skills will support pupils to develop confidence and self-worth. Use of Thrive assessments and interventions to also develop confidence and self-worth.

3	All teaching to be judged as at least good and teaching and learning strategies will be personalised for disadvantaged children where appropriate.	All teaching will be judged as Good or Outstanding across the school. Teaching will incorporate mastery techniques and involve high quality modelling. Rigorous monitoring carried out by all members of the SLT, alongside teachers, to ensure a triangulated approach. Internal data used to track children's achievements and discussed at pupil progress meetings will show that identified children are making accelerated progress to close the attainment gap. CPD sessions in staff meetings to focus on subject knowledge across the curriculum, assessment for learning and teaching and learning strategies. Maths/English leads to work alongside class teachers, team teaching and offering support with planning where necessary.
4	PP children with speech and language difficulties make accelerated progress moving in line with non PP peers	Speech and language development to be a high priority in the school and feature on the school development plan. Quality training and practice is in place to support vulnerable pupils/groups. All teachers/TAs to be aware of pupils with speech and language needs in their classes and effective strategies to support progress. Lessons involve the explicit teaching of vocabulary and this will be modelled, particularly in writing. Library and reading scheme will be updated to encourage a love for reading to allow greater access to a rich range of vocabulary. Book clubs also develop a love of reading and allow children to discuss what has been read including the vocabulary used. Reading challenge will encourage children to read more including a range of texts.
5	Parents to have an understanding of how best to support their children in Maths and English (particularly in reading). They will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations.	Staff to encourage PP families to attend parental engagement sessions, resulting in improved pupil attitudes to both school and home learning. Progress in Maths and English to be in line with non PP peers. High expectations communicated and explained through parents evenings. Disadvantaged families will be contacted in the first three weeks of term to discuss home learning experiences and to identify possible gaps in learning. Disadvantaged families contacted regularly – at least once per term – to discuss expectations and progress. Praise postcards are sent home to all pupils.
6	Disadvantaged children take part in a range of experiences to enhance learning and encourage higher expectations of themselves. They are encouraged to access texts from the library.	Disadvantaged families contacted in the first three weeks of term to discuss home learning experiences and identify any possible gaps. Participation in the "Farmer Time" programme and Business Ambassadors encourage children to consider goals and increase understanding of different career paths. Trips funded for disadvantaged children where necessary. Visitors in school enrich experiences. Pupil voice used to inform lessons/experiences to ensure that disadvantaged children are engaged and actively enjoy learning.

3. Planned expenditure

Academic year 2020/21

The three headings below enable schools to demonstrate how they are using the disadvantaged 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
<p>1, 6</p> <p>The gap in reading will decrease therefore allowing overall gap to decrease in both key stages</p> <p>To encourage more children to read for pleasure and develop a positive attitude towards reading, resulting in additional progress</p> <p>The development of children's understanding and use of vocabulary will improve their attitude towards reading along with their choice of vocabulary in their writing</p>	<p>Use of Accelerated Reader programme for all of KS2 and GD children in KS1</p> <p>Whole class teaching of reading</p> <p>“Red Readers” – all disadvantaged children to read with an adult daily</p> <p>Staff to receive training on modelling the writing process with a focus on vocabulary choice</p> <p>High quality texts to be accessible to all pupils in the library as well as used in lessons</p> <p>Rewards given in assemblies and shared in the Newsletter/on classroom displays to encourage children to read a wide range of texts</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</p> <p>The Education Endowment Foundation found that on average, pupils from low income families make an additional five months progress in reading when Accelerated Reader is used effectively.</p>	<p>A core team (consisting of three teachers and two members of SLT) to attend all training delivered by Renaissance Learning and support staff with implementation.</p> <p>Regular staff training lead by the core team.</p> <p>Funding allocated to ensure that there are a wide range of both fiction and non-fiction texts for pupils to access.</p>	<p>Core team lead by deputy head and English lead</p>	<p>Termly</p>	<p>£12,428</p>

	Book Clubs run for disadvantaged children to expose them to a wider range of texts and vocabulary					
1, 2, 3 100% of teaching to be good or better Staff will deliver consistently high quality first teaching and use a variety of strategies to promote engagement and involvement of disadvantaged children which will result in accelerated progress Staff have high expectations of disadvantaged children which will result in accelerated progress	Weekly staff meetings to have a clear CPD focus for teachers and termly CPD sessions for teaching assistants. Quality training to ensure that staff understand potential barriers to learning and use effective strategies to overcome these. To include Attachment Theory, "Amazing Me" and Therapeutic Thinking. Focus on TA deployment throughout the year and targeted research based interventions SLT to monitor teaching and learning regularly. In house writing moderation to ensure consistency of assessment in each year group	We know that pupils make the most progress in the classroom with good quality teaching. Research conducted by the EEF found that poor deployment of teaching assistants can have a negative impact on attainment. The impact of TA's is proven to be greater when delivering research based interventions.	Review schedule, including book looks, planning looks, learning walks and drop ins. Termly Pupil Progress Meetings with head/SENCO, deputy, and pastoral assistant SENCO. Performance Management meetings for both teachers and teaching assistants	Head teacher, deputy head/PP lead, English and Maths leads, Assistant SENCO	Ongoing March 2020	£14,196*
1,2,3 Disadvantaged children will begin to become more independent learners through the use of metacognition and	CPD for all staff around metacognition and thinking and learning skills (use of Thrive thinking and learning skills)	EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills so that disadvantaged children begin to understand how they learn best.	Learning walks, book looks, pupil voice, teacher surveys	Head/ deputy	Termly	

thinking and learning skills						
Total budgeted cost					£26,624	
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
1	Cover teacher to be employed for an additional day a week to deliver interventions and cover teachers to complete targeted 1-1 support.	'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.' Disadvantaged Guidance 2019.	Data and assessments to be used to inform decisions about which classes/children the cover teacher is used to support. Teachers to deliver interventions as they know the children best.	KB (deputy) HC (cover teacher)	After each block of interventions	£4160
Staff will have high expectations of disadvantaged children with regards to attainment which will result in accelerated progress	Targeted, research based, interventions delivered by teachers/TAs 1:1 tuition where appropriate, possibly using the National Tutoring Programme Small group tuition as required TA/teacher CPD and a focus on TA deployment Termly pupil progress meetings	The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements. This will begin to be embedded throughout the school. Specific gaps will be identified through internal data analysis and discussions in pupil progress/vulnerable pupil meetings. Interventions will be regularly monitored and outcomed using provision mapping.	Progress to be tracked through internal data and discussed at Pupil Progress meetings with SLT Termly analysis of provision maps Teachers/TAs to meet regularly to discuss effectiveness of chosen interventions and pupils' progress within them	PP lead Head	Termly	See*

<p>1</p> <p>To develop children's fluency and comprehension skills</p>	<p>"Red Reading" project.</p> <p>Teaching Assistants to teach reading to all PP pupils on a daily basis. Teachers to have a focus PP child to read with three times a week.</p> <p>Daily whole class reading sessions and "Big Reading" sessions which explicitly focus on comprehension skills.</p>	<p>The EEF Toolkit states that reading comprehension approaches deliver an additional six months progress.</p>	<p>Teachers will work with TAs to ensure that interventions are personalised and based on SMART targets.</p> <p>Progress will be closely monitored and provision evaluated.</p> <p>English lead and deputy/PP lead to work with teachers/TAs to ensure implementation is successful.</p> <p>Review Schedule to include reading learning walks/drop ins and book looks.</p>	<p>English lead and deputy/PP lead</p>	<p>After each intervention block</p> <p>Regular monitoring of the teaching of reading by SLT</p>	<p>£100 resources</p>
<p>1, 2</p>	<p>Thrive</p> <p><i>"Based on established neuroscience, attachment theory and child development, the Thrive Approach® provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn."</i></p>	<p>We know that children cannot make academic progress while there are social, emotional and behavioural barriers.</p> <p><i>"Thrive® promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour."</i></p> <p>https://www.thriveapproach.com/</p>	<p>Pastoral Assistant SENCO completed the Thrive Practitioner training last year and deputy head also completed the SLT training. Both to lead on the re-implementation of Thrive.</p>	<p>Pastoral Assistant SENCO and Deputy/PP lead</p>	<p>Progress will be measured after each intervention block</p>	<p>£3258</p>
<p>1</p> <p>Year 5/6 PP pupils to make progress towards expected or GD in Maths</p>	<p>Maths Booster sessions run by HLTA</p>	<p>'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.' Disadvantaged Guidance 2019.</p>	<p>Year 5/6 teachers and HLTA to work together to plan interventions and regularly assess progress, adapting where necessary.</p>	<p>Year 5/6 teachers and HLTA</p>	<p>Progress will be measured after each intervention block</p>	<p>£4548</p>

		Evidence from previous years also shows that this intervention is successful.				
1	Year 6 teacher to have a morning out of class each week dedicated to giving quality verbal feedback to PP chn in Maths and English. Covered by Deputy.	Feedback studies undertaken by the EEF showed very high effects on learning when implemented correctly.	Deputy/PP lead and Year 6 teacher to work together to ensure feedback is effective. Closely monitor progress to target those pupils most effected by Covid-19.	Year 6 teacher and deputy/PP lead	Termly	£3549
7	Attendance tracked daily by office staff Phone calls/letters home Attendance meetings Referrals to ESBAS where necessary High expectations – aiming for 100% attendance Attendance rewards/certificates	We know that low attendance is a significant barrier to learning	PP lead/headteacher to have a regular overview of attendance. Weekly figures/concerns shared in SLT. Clear procedures in place and followed.	PP lead/head teacher	On a weekly basis	£100 prizes/rewards

1	<p>Five Minute Number and Literacy Boxes</p> <p>Maths Resources, e.g. Numicon/Base 10 for classrooms and for any key pupils to support learning at home.</p>	<p>We know that children need access to concrete manipulatives to help them make progress in Maths. Children need to visualise a new concept before they are ready to experience the pictorial and abstract representations.</p> <p>We also know that planned interventions where research already shows they are successful is the best way to make accelerated progress.</p>	<p>TAs to receive training on how to deliver effectively.</p> <p>Children's progress to be measured before and after each block of sessions.</p>	Maths lead/ SENCO	Before and after each intervention block	£300
4	<p>Experienced TA to deliver Phonics and Speech and Language interventions in Reception, Year 1 and 2 – with a particular focus on PP/SEN children who have been disproportionately impacted by Covid-19</p>	<p>'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.' Disadvantaged Guidance 2019.</p>	<p>SENCO/Pastoral Assistant SENCO to meet regularly with Year 1 and 2 teachers and TA to discuss impact of interventions.</p> <p>Class teachers to work closely with TA to plan interventions.</p>	SENCO, Pastoral Assistant SENCO, Year 1 and 2 teachers.	Termly and after each intervention block	£3420

4	Language Link Communicate in Print	<p>According to the EEF Toolkit, on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>We also know that communication friendly classrooms allow pupils with language difficulties to access learning.</p>	<p>All teachers/TAs to be trained in the use of Language Link.</p> <p>Pastoral Assistant SENCO to oversee assessments and interventions of key children.</p> <p>Teachers/TAs to be trained in use of Communicate in Print.</p> <p>Learning Walks with a focus on communication friendly environment.</p>	SENCO/Pastoral Assistant SENCO Teachers	Termly and after each intervention block	£1187
3	Maths concrete resources	Research shows that concrete manipulatives in Maths aid children's understanding of new concepts and enable them to explore patterns and relationships.	Staff training to ensure that concrete manipulatives are used effectively for all learners when introducing new mathematical concepts. Concrete manipulatives are then also used to support learners who need to make accelerated progress in Maths.	Maths subject lead	Termly	£300

<p>Improve and support focus pupils with academic, behavioural and emotional needs.</p> <p>To equip staff with strategies to support focus pupils to access teaching and learning</p> <p>To provide recommendations to enhance referrals to ISEND</p>	Education Psychology support	The ISEND Educational Psychology service are able to provide advice to equip professionals in the school to support SEN and disadvantaged pupils to make progress. We know that pupils are more likely to achieve and access learning if their emotional needs are being met.	Action planning meetings between the service and the AF, Pastoral assistant SENCO to ensure impact of advice.	Pastoral Assistant SENCO	Annually	£1560
Total budgeted cost					£22,482	
iii. Other approaches						
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
2 Increased pupil aspiration and self-esteem (links with MHEW)	<u>Play therapy</u> •Poor engagement in education •Behaviour difficulties •Friendship/social issues •Anxiety	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.	6 weeks sessions 1:1 with targeted children	LN (play therapist) Pastoral Assistant SENCO Safe-guarding Lead	Termly meetings After each block of sessions	£1320

5	Termly Parental Engagement sessions	EEF Toolkit states that increased parental engagement, while challenging, can result in an additional three months progress.	Clear focuses for the sessions including online safety and how to support children at home in both Maths and reading.	Parent Voice	After each session	
2, 5, 6, 7	Support families to meet costs of Breakfast/After School Club, music tuition, school trips, PE kits etc.	<p>We know that children need to feel safe and valued if we are to improve their outcomes. Enabling children to experience trips, days out, new skills and social situations, children are likely to feel a bigger sense of self-worth and confidence as well as improved attitudes towards learning.</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential.</p> <p>Cultural Capital – improving life experiences</p> <p>Ensuring that children have had a proper breakfast will also improve learning due to concentration levels.</p>	Liaising with parents and working with children to encourage attendance.	Sports TA, head teacher, deputy/ PP lead	Attendance registers at clubs, Pupil voice, parent voice.	£4580
		Music teacher – one afternoon a week?				
Total budgeted cost					£5900	

2. Additional detail

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