



Westfield Nursery and Primary School
Pupil Premium Strategy 2018-2019



We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet the above requirements, the Governing Body of Westfield Nursery and Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities at Westfield Nursery and Primary are:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- To narrow the gap for those pupils in receipt of EYPP (Early Years Pupil Premium)
- To ensure early identification of additional needs and to promote early and effective intervention programmes.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- To use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to our curriculum.
- Additional teaching and learning opportunities where deemed appropriate.
- Alternative support and intervention.
- Provision of extra-curricular learning.
- Provision for more-able pupils to ensure they are challenged and unlock all of their potential

Introduction

Each year all school must publish on line information regarding their planned expenditure of Pupil Premium Funding.

Details of the specific information you need to publish can be found in DFE guidance on what local-authority-maintained schools must publish online.

Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years. £2300 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

There is a requirement for all schools to publish details of their Pupil Premium Strategy on their website

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate timescales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives

Ultimately, that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils.

That we are seen to live our key Mission of providing the very best opportunities for all our pupils

Guidance

Pupil Premium: funding and accountability for schools - Gov.uk.

Teaching Schools Council: Guidance on effective use of pupil premium funding

Education Endowment Foundation – Effective Pupil Premium

1. Summary information					
School	Westfield Nursery and Primary School				
Academic Year	2018 - 19	Total PP budget	£141,540	Date of most recent PP Review	1/18
Total number of pupils	212	Number of pupils eligible for PP	107	Date for next internal review of this strategy	3.10.19

Pupil premium Strategy	
<p>Three Year Strategic Intention:</p> <ul style="list-style-type: none"> Through excellent teaching and intervention, reduce all differences to compare favourably with National Figures by the end of year 6 	
<p>Three Year Strategic Goals</p> <ul style="list-style-type: none"> Excellent classroom teaching for all children so that all disadvantaged pupils receive teaching that enables differences in attainment and progress to decrease Targeted specific interventions, delivered by well trained teachers or teaching assistants precise to individual children's needs To ensure that all pupils eligible for pupil premium receive good parental support and can access all areas of the curriculum and home learning Excellent attitudes to learning are demonstrated by all pupils Attendance differences and Persistent absence decrease for pupils eligible for Pupil premium 	
<p>2018 - 19 Specific Goals relating to pupils eligible for pupil premium</p> <ul style="list-style-type: none"> Attendance – 95% PA – 12% Early years GLD - 50% (5/10 children) KS1 Phonics - 75% (6/8 children) KS1 RWM - 80% (8/10 children) KS2 RWM – 58% (11/19 children) 	

1. Current Outcomes

Breakdown of pupils 2018 - 2019			
	Total of pupils	Total of Pupil premium pupils	% of total cohort
EYFS - Reception	29	10	35%
Year 1	26	8	29%
Year 2	29	10	35%
Year 3	29	15	53%
Year 4	30	16	53%
Year 5	26	16	64%
Year 6	28	19	68%

EYFS: GLD

	2014	2015	2016	2017	2018
WESTFIELD	39%	44%	55%	62%	72%
CUMBRIA	58%	63%	65%	69%	70%
National	60%	66%	69%	71%	71%

Phonics Data: end of Year 1

	2014	2015	2016	2017	2018
WESTFIELD	38%	55%	72%	78%	83%
CUMBRIA	75%	76%	77%	79%	82%
National	74%	77%	81%	81%	83%

Key Stage 1 attainment data: end of Year 2

All pupils	2016		2017		2018	
	School	National	School	National	School	National
Reading	33%	70%	57%	76%	67%	75%
Writing	24%	65%	46%	68%	67%	70%
Maths	29%	73%	57%	75%	71%	76%
RWM combined	24%	60%	39%	73%	60%	65%

Key Stage 1 attainment data: end of Year 2

Disadvantaged pupils	2017		2018	
	School DA	National DA	School DA	National DA
Reading	50%	63%	69%	%
Writing	44%	54%	69%	%
Maths	50%	62%	62%	%
RWM combined	46%	49%	69%	%

Key Stage 1 attainment data: Disadvantaged pupils compared to National Non-disadvantaged

Disadvantaged pupils	2017			2018		
	School Disadvantaged	National Non-disadvantaged	School difference to National	School Disadvantaged	National Non-disadvantaged	School difference to National
Reading	50%	79%	-29	69%	%	
Writing	44%	72%	-28	69%	%	
Maths	50%	78%	-28	62%	%	
RWM combined	46%	67%	-21	69%	%	

Key Stage 2 data: end of Year 6

All pupils	2016		2017		2018	
	School	National	School	National	School	National
Reading	33%	66%	36%	72%	59%	75%
Writing	33%	74%	64%	77%	67%	78.2%
Maths	47%	70%	59%	75%	52%	75.3%
RWM combined	13%	53%	36%	62%	44%	64.1%

Key Stage 2 data: end of Year 6 - expected standard

Disadvantaged pupils	2017			2018		
	School DA	National DA	School difference to National	School DA	National DA	School difference to National
Reading	32%	59.4%	-26.6	23%	63.1%	-40.1
Writing	50%	65.6%	-15.6	36%	66.5%	-30.5
Maths	36%	63.1%	-27.1	29%	62.6%	-33.6
RWM combined	32%	47.1%	-15.1	39%	49.4%	-17.4

Key Stage 2 attainment data: Disadvantaged pupils compared to National Non-disadvantaged- expected standard

Disadvantaged pupils (18/27)	2017			2018		
	School Disadvantaged	National Non-disadvantaged	School difference to National	School Disadvantaged	National Non-disadvantaged	School difference to National
Reading	32%	76.5%	-43.5	50% (GDS 11%)	79.7% (GDS 33%)	-29.7
Writing	50%	80.7%	-30.7	56%	82.9%	-26.9
Maths	36%	79.8%	-26.2	44%	80.2%	-36.2
RWM combined	32%	66.9%	-34.9	39%	69.8%	-30.8

1. Current Outcomes – attainment KS2				
	<i>All Pupils (in your school)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible (in school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the national standard in Reading, Writing and Maths	44%	39%	56%	70%
Progress measure in Reading	-3.49	-4.06	-2.35	0.31
Progress measure in Writing	-2.39	-3.46	-0.25	0.24
Progress measure in Maths	-6.36	-6.89	-5.31	0.31

1. Current Outcomes - attendance			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible (in school)</i>	<i>Pupils not eligible for PP (national average)</i>
Attendance	7%	6%	4%
Persistent absence	16%	14%	5%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor reading skills and engagement in reading of pupils and families
B.	Speech and language on entry to school and continued gaps throughout school
C.	Basic skills in spelling, arithmetic and vocabulary
D.	Engagement in learning and learning attitudes
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance for pupils eligible for pupil premium
F.	Parental engagement for families with pupils eligible for pupil premium
G.	Complex social and home needs many relating to safeguarding and social care involvement

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Increase engagement in reading and rates of progress for PP pupils so difference significantly reduces	Phonics – continue with early phonic learning and parental understanding of how children learn to read Boys reading % increases Accelerated Reading program – star reader tests Lexia – reports NFER – tests/tracking Reading KS1 (maintain in line with non PP)
B.	Improved speech and language for pupils leaving Early years	Communication, language and literacy (understanding and speaking aspect) 80%
C.	Reduce difference in pupils leaving each year group with expected levels of R, W, M so outcomes at year 6 decrease difference	KS1 and KS2 Reading Writing Maths SPAG increase in attainment towards ARE and NE
D.	Reduce the difference in learning attitudes between PP and NPP pupils.	Well-being support, pastoral mentoring and identified adult contact in school. Aspirational curriculum Engagement in trips, residential and visits
E.	Reduce difference in attendance for PP pupils	Attendance 95% (closing difference by 3%) Persistent absence 10% (close difference by 4%)
F.	Vulnerable families engage in learning for their children	Vulnerable families identified and supported through mentoring or Early help. Continued support for vulnerable families with Inclusion team.
G.	Children and families receive effective support in order for effective learning	Complex needs are monitored and Inclusion Team works closely to target support

4. Planned expenditure

Academic year

2018 - 19

Three main areas will be targeted for the use of pupil premium funding

- Improving the quality of teaching in reading, writing and maths – this impacts on all children, but significant impact is seen on pupils eligible for pupil premium
- Targeted support and intervention directed towards pupils at risk of or are falling behind
- Parent and family support directed at those not engaging or with low attendance (including vulnerable social care families)

i. Improving the quality of teaching

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?
All pupils engage in learning during lessons through collaborative group work	Using Kagan Structures in teaching	EEF toolkit research – collaborative learning has moderate impact for low cost +5	Staff development meetings x 3 INSET day 2 Leadership observations Hub support group	Linsey Copeland	6 week review and full review July 2019
Improve quality of reading comprehension teaching at KS2	Reading comprehension strategies	EEF toolkit research – reading comp strategies has moderate impact for very low cost +5	Purchase new materials to support delivery Specific timetable slot Leader to support	Laura Todhunter	6 week review and full review July 2019
Improve teaching of phonics in year 1	Improved phonics teaching	EEF toolkit research – moderate impact for very low cost +4 months	Head to continue to support and identify key pupils with Phonics lead/ year 1 teacher Phonics Bug- £350	Stacey Skinner	6 week review and full review July 2019

All pupils receive effective and clear feedback	Improving success criteria and feedback	EEF toolkit research – effective feedback has high impact for low cost +8	Staff development meetings Peer to peer observations Leadership observations	SLT Karen Barley	6 week review and full review July 2019
Pupils demonstrate positive learning behaviours	Pupil mentors	Meta-cognition and self-regulation has high impact for low cost +8	Questioning skills- Blooms taxonomy training for staff (Nov 18) Pupil mentors Pupil self and peer marking- purple polishing pens Dedicated release time for meetings Staff clear on PP children Additional mentor time for PP	SLT Karen Barley	6 week review and full review July 2019
Improve quality of teaching and learning in maths across the school particularly basic skills	Focused	EEF toolkit research Mastery approach +5 Moderate impact low cost Catch up numeracy/Talk 4 number programs +3	Timetabled intervention Focused children Timely and tracked Resources: Mini maths TT Rockstars (£500 including display resoucrs)	Karen Barley Linsey Copeland SLT	6 week review and full review July 2019
Total budgeted cost					£19,500

ii. Targeted support (STAs and 2 x Early Years TAs)					
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?
Speech and language in EY	Talk for writing	EEF research – Oral language intervention has moderate impact for low cost +5 months	Talk for writing – continued focus Training courses (£1500) Team planning	Stacey Skinner/ Vicki Smyllie	6 week review
Attainment in reading at Key Stage 2 difference reduces by 10%	Targeted intervention groups by STAs & teacher release to support PP pupils	EEf toolkit research – reading comp strategies has moderate impact for very low cost +5	Review at the end of each 4 week block Tracking of data Monitoring and support for STAs	Laura Todhunter Linsey Copeland	6 week review and full review at end of academic year
Difference in % of pupils reaching expected in phonics decreases by 10%	Targeted intervention groups by STAs	EEf toolkit research – moderate impact for very low cost +4 months	Review at the end of each 4 week block Tracking of data Monitoring and support for STAs Consultant support for STAs	Kirsty Wilkinson Stacey Skinner	6 week review of 4 week intervention programs
Difference in % of pupils reaching expected in maths particularly arithmetic increases	Targeted use of arithmetic strategies for whole class teaching, individual challenges Targeted intervention groups-teacher/TAs	EEF toolkit research moderate impact Mastery approach Moderate impact for very low cost, based on moderate evidence. +5 months	Review at the end of each 4 week block Tracking of data Monitoring and support for STAs Consultant support for STAs	Linsey Copeland	6 week review of 4 week intervention programs

Total budgeted cost	£50,000
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iii. Other approaches (Access & Inclusion Leader)					
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?
Reduce the number of pupils persistently absent or at risk of PA	Individual monitoring	PA reduced in school for non PP children 17 – 18 using this approach.	Tracking of individual pupils Support for families Office staff awareness STAs to track children	Louise Rossi	6 week review
Improve attendance for PP pupils	Individual monitoring	PA reduced in school for non PP children 17 – 18 using this approach.	Tracking of individual pupils Support for families Office staff awareness STAs to track children	Louise Rossi	6 week review
Improve attendance for PP pupils	Breakfast Club – free for PP children Identified	Pastoral attention at Breakfast club, free breakfast provision and early start enables children to be settled, any daily needs identified and addressed	Staff awareness Parent communication Pick up from home where arranged and necessary (safeguarding of staff in place)	Louise Rossi	6 week review
Reduce number of low level incidents for pupils receiving PP	Mentoring Sports participation	Although low impact for cost of mentoring, sports participation at break and lunch will improve impact	Behaviour and PP leader Play leaders at lunchtime Trained STAs as mentors	Gemma Jones	12 week review for first and then 6 weekly
Total budgeted cost					£52,000