



Westfield Nursery & Primary School

Pupil Premium Strategy Statement 2017/2018

The Pupil Premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320)
- Who have been continuously looked after for the past six months (£1900 per child)
- For children whose parents are currently serving in the armed forces (£300)

One of the Key elements of the school's vision statement is for all children to:

Achieve high academic standards, having high aspirations for themselves to be the best they can be. To be proud of their academic and personal success, being respectful of and too others, be happy, confident, healthy individuals who make a positive contribution to the school and wider community.

We also aim to:

Be a nurturing community where everyone is treated as an individual and is encouraged to achieve their full potential.

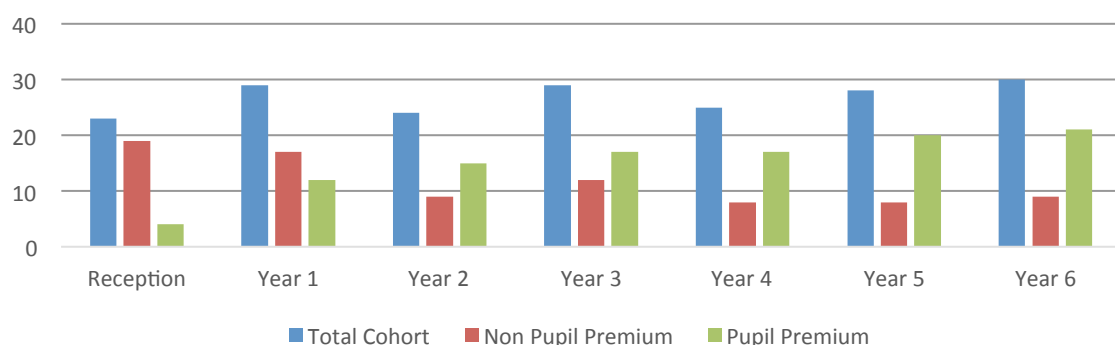
At Westfield Nursery and Primary School, we believe that every child in our care deserves the best. Our motto 'Smile and Succeed' underpins all we do!

This is a breakdown of how the school uses its Pupil Premium funding from its school budget. This is funding allocated to the school and based on the number of pupils who have been eligible for free school meals in the last six years. Service children or those who are or have ever been looked after by the local Authority. Schools are held accountable for spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Number of Pupils and Pupil Premium Grant (PPG) received

Total number of pupils	194
Total % of pupils eligible for PPG	55%
E6 children	£137,800
Looked After Children	£N/A
E4 Service Children	£N/A
Early Years PP	£N/A
Total PPG	£139,920

Pupil Premium Breakdown by Cohort





Key Data Measures

Achieving Expected Standard					Achieving Higher Standard					
	Reading	Maths	Grammar punctuation and Spelling	Writing	Reading, Writing and Maths Combined	Reading	Maths	Grammar punctuation and Spelling	Writing	Reading, Writing and Maths Combined
Westfield	36%	59%	50%	64%	36%	0%	0%	0%	0%	0%
National	71%	75%	77%	76%	61%	24%	23%	31%	18%	9%

Average Scaled Scores		
	Westfield	National
Reading	96.5	104
Maths	98.2	104
Grammar, Punctuation and Spelling	98.3	106

Progress			
	Reading	Maths	Writing
Westfield	-2.7 (Below average progress)	-1.9 (Below average progress)	-2.9 (Below average progress)

Key Stage 1 Results 2017

Attainment in Key Stage 1 is judged by determining if children meet an expected standard or a higher standard known as greater depth. This judgement is made using KS1 tests and teacher assessment.

Achieving Expected Standard				Achieving Higher Standard				
	Reading	Writing	Maths	Reading, Writing and Maths Combined	Reading	Writing	Maths	Reading, Writing and Maths Combined
Westfield	57%	46%	57%	39%	11%	7%	0%	0%
National	76%	68%	75%	64%	25%	16%	21%	11%

Year 1 Phonic Screening Results 2017

The table below shows the % of the Year 1 cohort that achieved the expected standard and a national comparison figure.

Expected Standard	
Westfield	78%
National	81%

EYFS Data 2017

The table below shows the % of pupils who met the good level of development (expected standard) by the end of Reception and a national comparison figure.

Expected Standard (Good Level of Development)	
Westfield	62%
National	71%



Barriers to Learning

In school Barriers

- Speech and Language on entry
- Attendance
- Mental health
- Social skill interaction

Out of school Barriers

- Parental Aspiration and support from home with learning
- Home learning environments
- Historical parental experience of school
- Intergenerational 'out of work' culture

Desired Outcome 1

To close the gap between disadvantaged pupils and non-disadvantaged children across all areas of the curriculum by addressing inequalities and raising the attainment of those students entitled to pupil premium and other children with identified disadvantages.

Desired Outcome 2

To raise the self-esteem and aspirations of students entitled to pupil premium and other identified disadvantages through pastoral support and extracurricular activities

Desired Outcome 3

To continue to work with families raising aspirations and developing parenting skills improving curriculum engagement and academic achievement for disadvantaged pupils and ensure they are attending school regularly

How:

Targeted additional support strategies resulting in every student, however disadvantaged being able to:

- Improve their levels of attainment and Progress – Mastery learning, quality first teaching
- Close attainment gaps – pre / post tutoring
- Have full access to our curriculum – 1 to 1 sessions/over-learning /pre-learning/peer to peer support/group sessions
- Have full access to pastoral support through school access and inclusion team
- Access extra-curricular provision
- To continue to work with families raising aspirations and developing parenting skills



Westfield Nursery & Primary School
Pupil Premium

Action Plan September 2017-2018

EEF Toolkit	Provision	Cost	Killer Question	When?	Review
Aspiration intervention	School Council, Head Boy/Head Girl, Lunchtime leaders, Pupil leadership team, Assembly visitors, Community visitors,	£1000	Can we enable children to raise their own personal aspirations? Motivate themselves to learn, become more resilient & have high expectations	December /March/July assemblies ½ termly meetings Weekly catch up and responsibilities	
Behaviour intervention +3 months	Restorative behaviour, Whole staff CPD, lunch time supervisors, Development of restorative behaviour room. Development of whole staff approach to behaviour.	£40000	Can we allow all children to take responsibility for their own behavioural choices? Understand the consequences and decide on their actions? Can we provide additional support to council complex cases? Can we target children in KS1 & KS2 who would benefit from emotional and behavioural intervention? Can we develop an inclusion room to reduce the number of exclusions? Can we support parents managing behaviour effectively –particularly in EYFS?	Data monitored each term-should see reduction in restorative room Monitoring of vulnerable groups ½ termly Weekly vulnerable children meetings Twice weekly SLT Pupil welfare meetings	
Collaborative Learning +5	Kagan programme-use developed and tested approaches to increase the impact on children’s learning.	£6000	Can we increase the development of Mastery learning using a teach to the top approach? Can we develop skills in digital technologies creating learners for the future? Can we develop strategies which will support pupils working together? Can we provide training to all staff so they can provide skilled and purposeful activities? Can we develop a talk process so that pupils can express their feeling and thinking?	End of year data targets Kagan based observation termly	
Digital Technology	Guided Teaching Groups, Tablets,	£25000	Can we allow staff to focus on learning and teaching using	Coding programme being used and	

	Curriculum software programme, P4C, Lexia, purple mash, ipod touch.		appropriate software? Can we ensure that technology supports pupils to develop their learning using focused activities? Can the staff ensure that technology and learning outcomes are closely aligned and specifically planned? Increase and monitor the use of staff inset.	followed through school. Data monitoring ½ termly tracking of specific groups INSET September 2016. January 2017 Summer Review/Appraisal	
Early Years	Class Environment, early talk, unit collaboration, staffing, afterschool clubs & breakfast clubs.	£10000	Can we allow pupils to flourish in an environment appropriate for their age group? Can we provide good quality provision before, during and after school?	Review progress/ attainment ½ termly Review Finance/costing termly	
Feedback	All staff ensure that feedback is: Specific, accurate, clear, meaningful, identifies next steps, peer tutoring/peer assessment.	£1500	Can we ensure feedback is consistent, specific, accurate and clear? Does marking allow children to develop the ability to identify next steps? Does the dialogue between staff & pupils increase pupils ability to learn?	Intervention tracking and review at during cycle. Book monitoring ½ termly Intervention reviewed	
Mastery Learning	Kagan collaborative learning, linked to the planning and teaching of reading and writing. Talk for writing training, developing learners, talk for number, Alan Pete, Chris Quigly and the big read. Maths Using white rose	£15000	Can we be involved in the maths hub North west programme for subject leadership? Can we develop current systems in place to increase the achievement of disadvantaged pupils in reading, writing & maths? Can staff take ownership of children and programmes to allow the children to increase their learning.	SLT Feedback from staff, monitoring of targets and ½ termly progress SLT Observation Summer 17 pupil progress meetings	
Oral Language	Kagan methods, Talk for writing, Jigsaw, self assessment, peer marking and assessment. Prism arts project	£5000	Does Jigsaw encourage pupils to plan, monitor and evaluate their thinking and learning? Do project focused activities provide opportunities for children to evaluate their learning- identifying techniques and skills needed to further develop?	Daily Kagan structures in place, Kagan lead. Summer 17 Focus	
One to One Tuition	Lexia reading programme, individual	£13000	Can we provide regular sessions over a set period of time?	Daily structure Weekly feedback	

Small Group Tuition	intervention programme, 2By2, ToebyToe, talk 4 number. Intervention groups-social and emotional, Attainment groups,		Can we provide well trained and experienced TA's running programmes to prevent 'ghost' children from slipping? Can we evaluate the impact of the intervention and on if the programme is not working?	½ termly tracking	
Outdoor Adventure Learning	Outdoor education, School Panto, Learning development days, Forest school	£20000	Can we provide unique residential learning experiences outside of the school environment for the Y3-Y6 children? Can we engage children in learning using the environment? Can we support curriculum learning with curriculum enrichment days?	Autumn/Spring/Summer timetable of activities in place. Structured timetable of events throughout the year.	
Phonics	Staff CPD, Mastery level approach, Kagan structures	£3000	Can we provide staff with the tool kit to enable children to flourish in their engagement with phonics? Can we use and develop catch up programmes for children in KS2?	Termly phonics check Screening of KS2 children September/January Intervention tracking shows progress	
Social and emotional learning	School Jumpers, SEAL, PSE, Sex Ed, circle time, language in early years, breakfast club. 1 to 1 meetings, Lunch groups	£4000	Can we use specific skills linked to direct learning- inc Kagan? Can we sensitively target intervention towards more vulnerable pupils? Can we develop whole school circle times – mixed age ranges-linked to SEAL? Does the prevent training – radicalisation, working with community police help to inform our judgements? Can we use story sacks to develop social and emotional links between children and home?	Attendance registers Links with outside agencies	
Reading Comprehension Strategies	Guided reading resources Rising Stars Assessment system Big Read Accelerated reader Lexia	£6000	Can we identify clear reading difficulties in vulnerable children? Can we ensure that all children have a wide range of strategies and approaches that they can apply appropriately? Do the children have the skills to choose appropriately challenging texts?	Progress tracking Guided reading files show progress in learning.	