

# Westfield CP School - Pupil Premium Strategy Statement 2017/2018

1. Summary information					
Academic Year	2017-18	Total PP budget	£68640	Date of most recent PP Review	N/A
Total number of pupils	195	Number of pupils eligible for PP	51	Date for next internal review of this strategy	10/18

2. Current attainment (Number of pupils pp only)	Pupils eligible for	Pupils not eligible for PP
Good Level of Development EYFS (7 pupils)	71.4%	71.4%
% achieving Year 1 phonic screen (5 pupils)	60% (below herts 66 and national 72)	84%
% achieving the expected standard in reading, writing & maths - KS1 (11 pupils)	54.5 (above herts 46 and national 50.4)	76.5 (above herts 70.9 and national 68.8 )
% achieving the expected standard in reading (11 pupils)	72.7 (above herts)	82.4 (above herts)
% achieving the expected standard in writing (11 pupils)	63.6 (above herts)	82.4 (above herts)
% achieving the expected standard in maths (11 pupils)	81.8 (above herts)	82.4 (above herts)
% making at least expected progress in reading – KS1 (11 pupils)	100.0	100.0
% making at least expected progress in writing - KS1 (11 pupils)	100.0	100.0
% making at least expected progress in maths – KS1 (11 pupils)	100.0	100.0
% achieving the expected standard in reading, writing & maths – KS2 (12 pupils)	45.5 (below herts 46.5 and national 50.8)	69.2 (below herts 71.8 and national 70.1)
% achieving the expected standard in reading (12 pupils)	63.6	69.2
achieving the expected standard in writing (12 pupils)Y6	81.8	84.6
% achieving the expected standard in maths – (12 pupils)	63.6 (above herts)	93.3 (above herts)
% achieving the expected standard in SPAG – (12 pupils)	81.8 (above herts)	69.2
Average Scaled Score:Reading (12 pupils)	100.5	102.2

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Average Scaled Score:Mathematics (12 pupils)	101.1			104.8		
Average Scaled Score:SPAG (12 pupils)	103.2			103.3		
Key Stage 2 Progress measure reading	0 Herts -0.9 National 0.31			0 Herts 0.1		
Key Stage 2 Progress measure writing	3.51 Herts -1.5 National 0.24			2.63 Herts -0.5		
Key Stage 2 Progress measure maths	1.22 Herts -1.6 National 0.31			1.87 Herts -0.4		
Summer 2018 Data	R	W	M	R	W	M
% making at least expected progress Year 1 (5 pupils) 2017/2018	100.0	100.0	100.0	100.0	100.0	95..5
% making at least expected progress Year 1 2016/2017	100.0	100.0	100.0	100.0	100.0	96..0
% making at least expected progress Year 2 (11 pupils) 2017/2018	100	100	100	100.0	100.0	100.0
% making at least expected progress Year 2 2016/2017	100.0	100	90.9	100.0	100.0	100.0
% making at least expected progress Year 3 (5 pupils) 2017/2018	80	60	100	95.8	88.3	88.3
% making at least expected progress Year 3 2016/2017	100	100	100	88.0	80.0	88.4
% making at least expected progress Year 4 (6 pupils) 2017/2018	100	83.3	100	100	91.7	95.8
% making at least expected progress Year 4 2016/2017	85.7	14.3	71.4	86.2	72.4	82.8
% making at least expected progress Year 5 (8 pupils) 2017/2018	68.8	75.0	75.0	100	100	100
% making at least expected progress Year 5 2016/2017	100.0	100.0	100.0	100.0	100.0	94.1

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<b>3. Barriers to Future Attainment (for pupils eligible for PP including high ability)</b>	
<b>In-School Barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Under achievement in comparison to non-disadvantage counterparts..
<b>B.</b>	Rates of learning are not yet leading to accelerated progress for PP pupils across the school
<b>C.</b>	Low levels of resilience and independence.
<b>D.</b>	Limited vocabulary and life experiences/opportunities.
<b>External Barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance and punctuality of specific groups of children

<b>4. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Improve percentage of disadvantaged children achieving expected standard in R,W & M at the end of each key phase (EYFS, KS1 and KS2).	A closing the gap and at least in line with National non-disadvantaged children in R,W & M.
<b>B.</b>	Improve disadvantaged children's progress rates across the school with targeted interventions and quality first teaching. Measured by progress data	Range of interventions and focused teaching lead to increased rates of progress
<b>C.</b>	Increase readiness to learn by building resilience and independence	PP pupils display equal resilience, self confidence and achievement with their non- disadvantaged counterparts
<b>D.</b>	Provide opportunities for children to experience life skills and promote a culture of aspirations, self-confidence and high expectations for themselves.	Educational visits and welcoming more visitors in to school for children to increase their awareness of future aspirations. Children fully engage in their learning.
<b>E.</b>	Improve attendance and punctuality rates for children eligible for pupil premium across the school. Further improve overall attendance rates of disadvantaged children compared to non-disadvantaged children. Measured through attendance data.	Reduce the number of persistent absentees among children eligible for pupil premium. Further reduce the gap between disadvantaged children's attendance and other groups.

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<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18</b>			
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					
<b>i. Quality of teaching for all</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 implementation?</b>
To improve the percentage of PP pupils achieving expected standard in RWM at the end of EYFS, KS1 and KS2.	Releasing key members of staff to provide targeted support within and outside curriculum time. Providing additional teaching assistant support.	Smaller teaching group allows children of similar abilities to be targeted appropriately – enabling teachers to target children at expected level and greater depth. TA's to support with interventions in specific areas	Monitoring of teaching & interventions – HT/DHT HT/DHT monitors effectiveness & impact of interventions. Regular review of data and pupil progress meetings. Staff Appraisal meetings.	TB/HJ/RR/CR KS2 Staff	Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue – Final review Autumn 2018
To improve PP pupil progress rates in RWM in KS1 and KS2.	Provision of key members of staff to work with children not making progress.	Smaller teaching group allows children of similar abilities to be targeted appropriately.	Monitoring of teaching and interventions – HT, DHT. Regular reviews of pupil progress data.	TB/HJ/RR/CR KS2 Staff	Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue Final review Autumn 2018.
To reduce the gap between disadvantaged and non-disadvantaged children in KS1 and KS2.	Provision of appropriate in class support and interventions for children's needs.	Knowledge of class teacher, SENDCo and evaluation of data gives evidence for the most suitable next steps for this group of children.	Monitored regularly by HT, AHT & Inclusion Leader. Assessment File Reviews. Pupil Progress Meetings. Data Tracking.	TB/HJ/RR/CR KS1 and KS2 Staff	Ongoing monitoring and evaluation, pupil progress meetings & professional dialogue – Final review Autumn 2018
<b>Total budgeted cost</b>					<b>£48680</b>

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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?
To further develop children's approaches and attitudes to learning, resilience, stamina, challenge, risk taking.	Staff Training – mental health & learning approaches. Targeted intervention: behaviour, friendship and emotional support. Counselling and 1:1 support. Family support worker interventions	Increased engagement and independent access to the curriculum. Improved self-esteem, attitude and engagement will increase the children's self- confidence.	Senior Leaders and Class Teachers regularly monitor and track progress of children to ensure support is having an impact leading to improved pupil outcomes.	ST/HJ/ & TB	Ongoing monitoring and evaluation – final review Autumn 2018
<b>Total budgeted cost</b>					<b>£15,480</b>

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<b>iii. Other approaches</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 implementation?</b>
To provide enhanced learning opportunities including access to experience life skills.	Support enrichment activities, wider opportunities and experiences across school. Trip funding £601 Nurture club £3000	Wider life experiences not only support the development of children but are vital for their social and emotional well being.	Ensure disadvantaged pupils are not missing out on opportunities for trips, clubs or residential visits because of financial reasons. Range of free extra-curricular clubs provided.	SLT All Staff	Ongoing monitoring and evaluation – final review Autumn 2018
To improve attendance and punctuality rates for children eligible for pupil premium across the school.	Leadership & management time to improve attendance & raise standards across school. HT, Admin Officers and FSW (ST) tracking groups of children’s attendance monthly. Regular attendance awards – individual and class.	High levels of engagement, high standards and tracking/targeting pupil groups leads to increased attendance. HT, SENDCo and FSW working closely with families to support their needs. By supporting children to have confidence in their abilities, enjoy the curriculum and feel well supported, this makes children want to come to	Monitoring of standards of learning, behaviour and attendance.  Regular review of attendance and SLT meetings about vulnerable children, behaviour, attendance and well-being. Support we can offer families – whole school awareness of vulnerable children and families.	TB/ST/SSR/KA /MW	Ongoing monitoring and evaluation – final review Autumn 2018
<b>Total budgeted cost</b>					<b>£4,520</b>

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6. Review of expenditure				
Previous Academic Year		Please refer to 2016-2017 Pupil Premium Strategy Statement on our website.		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To improve the percentage of PP pupils achieving expected standard in RWM at the end of EYFS, KS1 and KS2.</p> <p>To improve PP pupil progress rates in RWM in KS1 and KS2.</p> <p>To reduce the gap between disadvantaged and non-disadvantaged children in EYFSKS1 and KS2.</p>	<p>Releasing key members of staff to provide targeted support within and outside curriculum time. Providing additional teaching assistant support.</p>	<ul style="list-style-type: none"> <li>• Exceeded for EYFS attainment with PPG children achieving in line with other pupils and beyond PPG children locally and nationally.</li> <li>• Exceeded for Key Stage 1 attainment with PPG children achieving beyond PPG locally.</li> <li>• Not met for Key Stage 2 attainment</li> <li>• Met for progress for the vast majority of PPG children across school with progress rates matching or exceeding. (NB As many classes have all children making expected progress it is not possible for this to be exceeded.)</li> </ul>	<p>The talented teachers and considerable investment in EYFS developments as targeted in the School Improvement Plan have led to exceptional outcomes for all pupils. These developments will be further embedded.</p> <p>The maintenance of the very strong EYFS team and programme of targeted interventions have led to very strong outcomes for all pupils. The external moderation of this year's outcomes and possible recruitment of one teacher to the county moderation team provide validation of the quality of teaching. This quality will be maintained.</p> <p>The disappointing outcome for disadvantaged pupils in all but SPAG at the end of Key Stage 2 means that alterations to the quality of teaching are required. Progress is good but needs further acceleration for all pupils</p>	<p><b>£46680</b></p>

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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To further develop children's approaches and attitudes to learning, resilience, stamina, challenge, risk taking.		Work of family support worker and headteacher with families has created a culture of openness and trust that has led to greater engagement of less resilient families and consequent increase in resilience. Continuum of need document and case studies provide evidence of greater readiness to learn for children across the school	Continue with measures in place but look to build parental engagement and consequent outcomes for pupil well-being and achievement	<b>£15,480</b>



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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £4,520
To provide enhanced learning opportunities including access to experience life skills	Support enrichment activities, wider opportunities and experiences across school. Trip funding £601 Outdoor classroom £1000 Nurture club £3000	Case studies provide evidence of considerable wider opportunities and high impact on all pupils receiving these opportunities	To enhance opportunities to include a greater range of bespoke strategies	
To improve attendance and punctuality rates for children eligible for pupil premium across the school.	Leadership & management time to improve attendance & raise standards across school. HT, Admin Officers and FSW (ST) tracking groups of children's attendance monthly. Regular attendance awards – individual and class.	Case study for Year 6 pupil who was also CLA point to dramatic improvements in attendance due to highly targeted attendance work by the school. However, absence figures for both overall attendance and persistent absenteeism are above national averages	Raise attendance rates further and explore further strategies to do so.	

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## 7. Additional detail

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