

# Pupil premium strategy statement

1. Summary information					
School	Westfield Primary Academy				
Academic Year	2018-19	Total PP budget	£93,560	Date of most recent PP Review	June 2018
Total number of pupils		Number of pupils eligible for PP	70	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	65%	70%
% making progress in reading	0.89	0.31
% making progress in writing	0.04	0.24
% making progress in maths	1.37	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Historic quality of teaching has led to inconsistent pupil progress and achievement throughout the school
<b>B.</b>	Pupil Premium eligible pupils who are higher achieving have not been sufficiently supported and challenged
<b>C.</b>	Oral language skills across the school are lower for Pupil Premium eligible pupils than their non-eligible counterparts
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for Pupil Premium eligible pupils is lower than that of non-eligible counterparts

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The quality of teaching, and pupil outcomes, across the school will improve	1. Teaching will meet the needs of pupils and, in turn, improve outcomes for disadvantaged pupils 2. Teaching and expectations will be consistent and effective across the school 3. CPD will be effective in supporting teachers to improve
<b>B.</b>	High achieving Pupil Premium eligible pupils will be better supported by high quality teaching	1. Teachers will be aware of the high achieving Pupil Premium eligible pupils and their needs 2. Teaching will be effectively scaffolded and supported to provide sufficient challenge to ensure progress

		3. Specific opportunities will be created for high achieving PP eligible pupils to undertake 'enrichment' learning activities to improve progress
<b>C.</b>	Disadvantaged pupils' oral language skills will improve	<ul style="list-style-type: none"> <li>1. Staff will have received CPD around developing oral language/oracy skills</li> <li>2. Oral skills will become a high profile across the school, particularly with regards to disadvantaged learners</li> <li>3. Oral skills will improve (evidenced by WellCom assessments where possible)</li> </ul>
<b>D.</b>	Disadvantaged pupils' attendance will improve as a result of new strategies implemented	<ul style="list-style-type: none"> <li>1. Systems of support will be implemented for PP eligible pupils to improve attendance (in line with wider whole school strategies)</li> <li>2. Attendance of PP eligible pupils will improve as a result of strategies and support available</li> </ul>

## 5. Planned expenditure

**Academic year**      **2018 – 2019**

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?
<b>Quality of teaching and pupil outcomes will improve</b>	1.Create an extensive programme of targeted, focused CPD to improve the quality of teaching (including the use of Trust Advisors) across the school	1.There has been insufficient development of staff in previous years. There is a need for support to be implemented to ensure the further development of teaching. The Trust Advisors have a proven track record of improving teaching in other schools.	1. The CPD schedule will be focused on externally verified areas of development. They will be delivered by high quality providers (internal and external).	<b>DM</b>	At the end of the Spring Term
	2.Provide opportunities for staff to see high quality teaching in school and elsewhere to support the improvement of teaching	2.There has not been sufficient opportunity for staff to see high quality teaching previously. This is focused on promoting high standards and identifying next steps to improve teaching further.	2.Staff will visit schools with members of the leadership team that are able to articulate the strengths in practice seen. They will also be able to support the staff in adapting high quality practice in their own classrooms.	<b>DM</b>	At the end of each term
	3.Implement the EEF strategies for improving Literacy and Numeracy to support improving the quality of teaching	3.The EEF strategies for Literacy and Numeracy have been highly effective in other Trust schools and are based in research meaning their success rate is far higher.	3.We will ensure that sufficiently trained staff implement the EEF Literacy and Numeracy guidance.	<b>SN/BB</b>	At the end of the academic year
<b>High achieving pupils will be better supported and challenged through high quality teaching</b>	1.Introduce key ideas from the EEF Metacognition toolkit to support pupils' learning further.  2.Develop a programme of subject knowledge for staff to support the extension and challenge of higher achieving disadvantaged pupils.	1.The EEF Metacognition toolkit identifies a potentially strong impact.  2.Staff subject knowledge requires development in some key areas and this programme will improve this priority.	1.Support from the Unity Research School will help with this.  2.The subject knowledge programme will be planned, and delivered by, highly effective practitioners within the Unity Schools Partnership.	<b>DM/AS</b>  <b>DM to organise plan</b>	At the end of the academic year.

<b>Disadvantaged pupils' oral language skills</b>	<p>1. Implement the EEF toolkit ideas around 'Oral Language Interventions' to support the improvement of pupils' oral language skills.</p> <p>2. Identify a member of staff to lead on 'Oracy' and train them to lead on oracy approaches across the school.</p> <p>3. Create a whole school strategy for oracy to develop pupils' oracy skills.</p>	<p>1. EEF Toolkit shows that focusing on developing Oral language skills has a clear link to improved achievement and progress.</p> <p>2. Training programmes developed by Voice 21 and Oracy Cambridge are highly recommended to improve oracy in schools.</p> <p>3. The rationale is the same as in point 1.</p>	<p>1. The Oral Language Skills strand will be implemented carefully using the Implementation Guide to ensure success.</p> <p>2. Select the correct person to run the project and provide them with high quality training.</p> <p>3. Ensure training and principles are underpinned by evidence.</p>	<p><b>DM/CG/JB</b></p> <p><b>DM</b></p> <p><b>DM/CG/JB</b></p>	<p>1 month and 6 months after the implementation of the strand is complete.</p> <p>At the end of the Spring term.</p> <p>Review termly after implementation.</p>
<b>Total budgeted cost</b>					<b>£9,500</b>
<b>ii. Targeted support</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>
<b>Quality of teaching and pupil outcomes will improve</b>	<p>1. Implement Post Teaching across the school</p> <p>2. Implement PiXL in Year 6</p> <p>3. Use booster groups to improve outcomes for pupils in Year 2 and Year 6</p> <p>4. Employ additional TA capacity to support pupils' learning more effectively.</p>	<p>1. Post Teaching has been effectively used in other schools to raise standards and narrow gaps in pupil attainment.</p> <p>2. PiXL is used across thousands of schools to narrow the achievement gap for pupils.</p> <p>3. Targeted support has been used in a number of other Trust schools to narrow the achievement gap and improve outcomes across the school.</p>	<p>1. Regular monitoring of Post Teaching and providing high quality training for staff will support the implementation effectively.</p> <p>2. Support from our PiXL associate will ensure that PiXL is effectively implemented.</p> <p>4. Ensure effective training for new teaching assistants and support for establishing roles.</p>	<b>LW/BB/DM</b>	Post Teaching and PiXL will be reviewed on a termly basis.
<b>Total budgeted cost</b>					<b>£65,000</b>
<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>
<b>PP eligible pupils' attendance will improve</b>	<p>1. Implement the EEF Parental Engagement toolkit strand to support the improvement of attendance.</p> <p>2. Implement additional support from the Education Welfare</p>	<p>1. One of the identified issues around attendance is parental engagement. The EEF provides proven strategies for supporting Parental Engagement which will, in turn, support improvements in attendance.</p>	<p>The Parental Engagement strand will be carefully implemented in line with the EEF Implementation Guide/model.</p>	<b>DM/SW/SALH</b>	<p>Termly (for improvements in attendance)</p> <p>July for full impact of Parental Engagement and impact on attendance</p>

	<p>Officer to improve PP eligible pupils' attendance</p> <p>3.Use Family Support Worker and Pupil Welfare Worker to support pupils for whom attendance is a challenge</p> <p>4.Pupil Welfare Worker to provide additional support for PP eligible pupils to support emotional wellbeing, attendance and behaviour.</p>	<p>2.Additional EWO support will be able to support the engagement of families that are hard to reach. They will also provide a range of strategies to support pupils' attendance.</p> <p>3/4.Other schools locally have used Family Support Workers to improve attendance, behaviour and emotional wellbeing.</p>	<p>The use of EWO support will be targeted carefully to ensure sufficient impact.</p> <p>The role of the Pupil Welfare Worker is already established but carefully monitored.</p> <p>The Family Support Worker is supported by Sharing Parenting and their work is regularly reviewed and evaluated for effectiveness.</p>		
<b>Total budgeted cost</b>					<b>£19,000</b>

**6. Review of expenditure**

<b>Previous Academic Year</b>	<b>2017-18</b>
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**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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See Pupil Premium Report 2017-18

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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See Pupil Premium Report 2017-18

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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See Pupil Premium Report 2017-18

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

See Pupil Premium Report 2017-18