

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westfield Primary Academy
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rosie Kerr/ Fiona Catherine Thompson
Pupil premium lead	Fiona-Catherine Thompson
Governor / Trustee lead	Charley Abbott/ Marc Rowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 132430
Recovery premium funding allocation this academic year	£34,267
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£166697
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Part A: Pupil premium strategy plan

At Westfield Primary Academy, across Unity Schools Partnership and across schools nationally, the period from mid-March 2020 until the end of the academic year 2022-2021 has been dominated by the outbreak of COVID-19. The document below outlines the planned course of actions for each tier in 21-22. Across the Partnership, we have continued to address the challenges faced by pupils who experience social disadvantage.

At Westfield Primary Academy we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact:

1. Teaching

Spending on improving the quality of teaching and providing professional development opportunities is a fundamental principle and area of focus for our school to enable all learners, including disadvantaged learners to succeed. Ensuring an effective teacher is in front of every class, and that every teacher and learning support assistant is supported to keep improving, is a key ingredient to the success of our provision and is therefore the top priority for our Pupil Premium spending. None of this work is effective without school leaders driving the vision- that all children should aspire to achieve great things. School leaders challenge learning culture, setting standards and expectations of self and others-all managed and organised in a framework based on priorities. It is essential to grow our own leaders within classrooms and organisation.

'The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.'

[Education Endowment Foundation – The EEF Guide to Pupil Premium funding.](#)

2.Targeted academic support

Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of strategies from one-to-one or small group interventions that work alongside to complement and enhances effective classroom teaching and learning. 'Teachers/teaching assistants using specific teaching strategies and interventions significantly raises outcomes for children living in poverty. Evidence-based approaches include cooperative learning (structured groupwork), frequent assessment and 'learning to learn' strategies.' C4EO - Schools and Communities Research Review 4 – Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys.

3. Wider strategies

The final element of our approach is to provide support in tackling the most significant, non-academic, challenges to success at school, including attendance, poverty, behaviour and social and emotional support. 'The Thrive Approach draws on insights from neuroscience and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip practitioners to work in a targeted way with children and young people who may have struggled

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers'. We will use the funding to support us improve and sustain higher attainment for our most disadvantaged pupils that is in line with non-disadvantaged pupils. We will use the funding to be comparable or better than the national picture.

During the implementation of this strategy we will consider the challenges that our disadvantaged pupils face in preventing them from high attainment: lack of cultural capital, oral fluency, vocabulary, aspirations and expectations. We have an ambitious curriculum and our approach will respond to the common challenges alongside individual need, rooted in our robust diagnostic assessments and analysis and not on assumptions.

Reading is a key focus for our academy and it is our expectation that all our pupils irrespective of their background or other challenges become strong readers with a clear understanding of the receptive language as well as expressive language, enabling them to broaden their horizons and become more stimulating citizens.

High quality teaching is at the heart of all we do at Westfield and we are focusing on the areas which disadvantaged pupils require the most support. We have a culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, subject leadership, phase leadership, the classroom (where we really make the difference) and pastoral care.

The approaches we have adopted are designed to complement each other to help pupils to excel. To ensure they are effective we will:

- Set challenging work from our ambitious curriculum for all pupils including disadvantaged.
- Intervene at point of identification of need.
- Adopt a 360 approach where all staff take responsibility for the outcomes of our disadvantaged pupils and are committed to raising expectations and outcomes for all.
- Show fidelity, as a school community, to our Westfield Promise which is underpinned by our school value.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Addressing variability in quality of teaching.	<p>Continuing to have high expectations of teachers to deliver an ambitious curriculum and addressing historic lack of consistency in quality of teaching, resulting in underachievement of pupils.</p> <p>We are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning. We have altered our leadership format this year with 2 Deputies one with responsibility for curriculum, raising standards and outcomes and the other with responsibility for pastoral and safeguarding. Having a holistic focus within senior leadership has resulted in increased expectations and consistency of approach.</p>
2.Enhance speech, language and communication skills.	<p>Speech, language and communication skills are poor on entry. we are helping children through early identification, regular assessment, a consistent approach and interventions including Wellcomm, Neli, PiXL therapies, X code, phonic interventions and a qualified teacher as our reading ambassador.</p>
3.Raising the standards of phonics for disadvantaged pupils.	<p>In historic data the outcomes for year 1 phonics is below national average for our disadvantaged pupils.</p> <p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by the pandemic where parents have struggled to support their children in developing strong phonic knowledge as their own knowledge is limited. These findings are backed up by a number of national studies on school closures.</p> <p>Through targeted support and CPD in the teaching of phonics alongside daily phonic sessions and phonic interventions for pupils in kS1 and LKS2 for pupils who did not obtain above the pass mark for their phonics in KS1.</p>
4.Instilling a passion for, and achievement in reading and writing	<p>The effect of the pandemic on achievement for our disadvantaged pupils in accessing materials to support reading and writing despite a string remote learning package provided by the school.</p>
5.Persistent absenteeism and lateness	<p>Attendance of disadvantaged pupils is a historic issue that impacts pupils' progress.</p> <p>Persistent absenteeism from families who find ensuring their child attends school regularly challenging.</p> <p>The Pandemic has increased this problem as families who struggle with their own mental wellbeing and anxiety have faced an increased challenge of leaving their houses even after the lockdowns.</p> <p>Our work is focusing on our vulnerable families so children are routinely in school and on time. We have supported with wraparound care – morning and after school as well as food parcels, uniforms and open discussions with them around the support we can offer for their mental wellbeing.</p>

	<p>Working closely with the Educational Welfare Officer, social workers, Family Support Workers, Mental Health Leads, Domestic Abuse Champions and the REACH team to support families.</p> <p>Attendance is key and we celebrate these weekly.</p> <p>Dedicated attendance team.</p>
6. Impact of family circumstances on children.	<p>Tackle the impact of family circumstances on children's ability to focus on learning.</p> <p>Social, Emotional, Mental Health and Wellbeing of pupils and families has been impacted by the pandemic, resulting in lower attainment/achievement of pupils.</p> <p>The Pandemic has increased this problem as families who struggle with their own mental wellbeing and anxiety have faced an increased challenge of leaving their houses even after the lockdowns.</p> <p>We have supported with wraparound care – morning and after school as well as food parcels, uniforms, Children's University, Support with trips, and open discussions with them around the support we can offer for their mental wellbeing.</p> <p>Our Thrive Team work closely with our pupils.</p> <p>We also use Play therapist, Counsellors and Mental Health in School team to support.</p> <p>Increase in exclusions for some pupils since returning from pandemic.</p>
7. Lack of cultural capital for our pupils.	<p>Some of our families have limited experiences due to them remaining in the location where they grew up. For some deprivation impacts on their ability to expose their children to rich experiences which in turn would result in higher aspirations.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Consistent and impactful approach to teaching across the school with high expectations and outcomes for all pupils.	<p>Increased attainment and progress for all pupils.</p> <p>We will deliver effective CPD, mentoring and coaching for all teachers which results in consistent pedagogy which is underpinned by cognitive science and robust research. (CUSP curriculum, White Rose)</p>
Development of a high level of language skills.	<p>High Quality NELI intervention in place with early assessment of those in need.</p> <p>Phonic interventions across the school.</p> <p>All pupils to have access to an ambitious curriculum and culture which develop language skills.</p> <p>X code, Phonic interventions, Accelerated reader, CUSP Curriculum.</p>

	<p>Pupils leave EYFS with a good level of development of their language needs.</p> <p>All assessments throughout school demonstrate an increased knowledge of language expressive and receptive.</p>
<p>All pupils leave Westfield as strong readers with KS1 phonic outcomes reflecting our ambition to reduce the gap between disadvantaged pupils and their peers.</p>	<p>Phonic outcomes are at least in line with national average.</p> <p>Phonic interventions are effective and pupils are able to segment, decode and blend sounds together to form words accurately.</p>
<p>A passion for reading and writing evident throughout the school.</p>	<p>The pupil voices will demonstrate the success of the ambitious programmes to inspire children to read, by confidently discussing the different genres they have studied and their opinions of them.</p> <p>Increased stamina and enjoyment of writing and this will be evidenced in the writing presented across all subjects.</p> <p>Reading outcomes will be at least in line with national.</p>
<p>Improved attendance for disadvantaged pupils.</p>	<p>Attendance across the school is at least 96% every half term.</p> <p>Evidence from EWO and social workers around whole team approach for families.</p>
<p>Improved behaviour and Social, Emotional and Mental Wellbeing for all pupils.</p>	<p>Thrive assessments evidence increased scores.</p> <p>Reduction in number of exclusions.</p> <p>Pastoral team have strong contacts with families and families feel supported by school.</p> <p>Children's University uptake from disadvantaged pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 44943

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskill all teachers and learning support assistants across the whole school in the continued delivery of high quality phonics teaching and learning.	We have used evidence from the EEF on small group tuition for our PP children to help provide them with a more personalised and adapted curriculum offer.	1,2,3,4,
Continue to embed pedagogy in reading to increase fluency and reading speed for all children.	CUSP is a central curriculum strategy that outlines core content in a spaced and interleaved sequence for History, Geography, Science and Art. This is made up of a long term sequence that is supported by evidence-led learning modules and high-quality teaching resources that clearly outline what pupils should know, be able to do and remember at key points in their Primary education. CUSP Reading and Writing is an evidence informed, carefully sequenced English curriculum, which maps core content in Reading and Writing across the primary journey, ensuring that learning is taught and revisited over time so that pupils commit their understanding to the long-term memory.	1, 2,3,4,
Subjects leaders use robust action plans, monitoring and feedback to ensure ambitious wider curriculum teaching and learning takes place resulting in children knowing	All CUSP subjects have been built around evidence-led practice. 1. Sweller's cognitive load theory 2. Rosenshine's principles of instruction guided by Cain and Oakhill's vocabulary instruction 3. Fiorella and Mayer's generative learning practice	1, 2, 3 ,4
Ongoing CPD, mentoring and coaching for all teachers which results in consistent pedagogy	Ensuring staff use evidence based whole-class teaching interventions.	1, 2, 3,4

which is underpinned by cognitive science and robust research. (CUSP curriculum and maths mastery)		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £79582

Activity	Evidence that supports this approach	Challenge number (s) addressed
Phonics interventions across the school.	Children will all go into KS2 being able to read fluently. Children will pass the Year 1 Phonics Screening https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	2,3,4
Purchase of Project X Code resources and phonics decodable readers to enable pupils to have carefully matched resources to accelerate progress. Neli interventions in EYFS.	Improved vocabulary, speaking and communication – Early intervention the key to future success https://www.nuffieldfoundation.org/impact/nuffield-earlylanguage-intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,
Reading Ambassador to deliver targeted reading and phonics interventions. Ongoing interventions and therapies addressing key gaps in learning All interventions to be impact monitored each half term to ensure progress.	Children's gaps will be identified and proven intervention put in place to ensure they can access the curriculum (EEF) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition	2,3,4,
Thrive lead to work with Thrive team and Pastoral Deputy Headteacher to embed Thrive approach across the school alongside targeted support.	Children are confident to talk, manage their feelings and emotions, happy and ready to learn. Staff are able to support the needs of individual pupils calmly. https://www.thriveapproach.com/ https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions	5,6,7,

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42172

Activity	Evidence that supports this approach	Challenge number (s) addressed
Embed Children's University, Forest School. and launch afterschool club targeting PP children	<p>Children's University https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</p> <p>Forest Schools https://www.forestresearch.gov.uk/documents/805/fr0112for estschoolsreport.pdf</p>	5,6,7
To teach children to take responsibility/ownership and self-regulate themselves and develop independence. (THRIVE sessions to support this)	<p>Children are ready to learn and do so because they want to rather than they are told to. They manage their time and learning and consequently make good progress. They understand that everyone, including themselves, have the right to a good quality education</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation</p>	5,6,7,
Further train all staff in trauma informed practice. To continue to use THRIVE/enhance staff understanding and deliver this.	<p>Thrive Children are confident to talk, manage their feelings and emotions, happy and ready to learn. Staff are able to support the needs of individual pupils calmly.</p> <p>https://www.thriveapproach.com/ https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</p>	1,6,7,
Provide a range of lunchtime and afterschool activities and 'Inspire' experiences including playpod to promote developing of social skills and language.	<p>Children talk to a range of peers in a range of year groups, creating stories, rehearsing vocabulary, taking risks, communicating and enhancing social skills. Parents see us as approachable and talk to us and we offer early support</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/play-based-learning</p>	5,6,7,

To look after staff wellbeing to raise staff retention	Staff feel happy, confident and supported to carry out their role effectively. https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report	1,
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Total budgeted cost: £ 166,697

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The pandemic had a significant impact on the attendance of all pupils and an increase in the SEMH needs for many of our vulnerable families. Therefore, our funding targeted at wider strategies is essential in addressing the gaps in pupils' readiness to learn.

Our internal assessments demonstrate that disadvantaged pupils did not perform as well as their peers, reflecting the picture nationally, with the widest gap being in reading. This was more evident for older pupils at our school.

More able disadvantaged pupils require further support to reach their potential.

Attendance for disadvantage pupils was lower than their peers, particularly persistent absenteeism amongst this group. Funding was used to support the reintegration of pupils with high levels of anxiety following multiple school closures.

Despite the challenges we faced during school closure our wider curriculum offer via remote learning was targeted and bespoke, enabling our most vulnerable families and those with disadvantaged background to engage and achieve.

Our planned targeted interventions were offered remotely but did not have the desired impact in comparison to face to face interaction. Pupil premium funding was used to support a summer school to further target disadvantaged pupils in small groups.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Elkan
Thrive	Thrive
Children's University	
SP Tutors	DFE
Reading Ambassador	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.