

Westfield Primary Academy



Pupil Premium Strategy 2019-22

Including revision statement to account for the impact of spending in 2019-20/2020-21

And further revisions in 2021-22

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Executive Headteacher: Toni Kittle



Pupil Premium Strategy Statement

2019-2022

Introduction

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they:

- are eligible for free school meals or have been eligible in the previous six years
- have been looked after, or are covered by a guardianship or residency order
- have been adopted from care
- have a parent serving in the armed forces

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.' **Education Endowment Foundation – The EEF Guide to Pupil Premium funding**

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Impact of Covid-19-Updated September 2021

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 19-20 has been dominated by the outbreak of COVID-19. This is also the case from January 2021-March 2021. The document below outlines the planned course of actions for each tier in 21-22.

The much reduced opening of all Unity Schools Partnership Academies in March, followed by the period of widening opening of Academies from 1st June has had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure.

Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families.

Across the Partnership, we have continued to address the challenges faced by pupils who experience social disadvantage. Westfield Primary Academy has put in place the following measures to support all families, including those eligible for the pupil premium grant:

Bullets in blue denote 2020-21/green denotes 21-22 additions

Improved pupil wellbeing and readiness to learn

- JIGSAW programme £2182 +£150 for additional resources
- Thrive intervention sessions – Trauma informed approach to support SEMH vulnerable children through 1:1 and small group sessions
- Therapy resources, staff training - **£350** +Thrive Training **£1500**
- Art Therapy Sessions for significantly vulnerable pupils. **£3600**
- Children's University for disadvantaged pupils **£1200**

Improved Phonics and Reading Outcomes

- Addressing significant language gaps using the Nuffield Early Language Intervention Programme **NELI - £2000**
- Phonics aligned reading resources in EYFS & KS1 and online books for Years R-6 Bugclub - **£3272.10**
- Phonics support and interventions - provide small group support and parent/child workshops to boost phonics outcomes across EYFS & KS1 and catch up phonics in LKS2. - **£400**
- Year 6 reading catch up interventions - Dellar Sports for additional Y6 PE sessions (2 hrs x 6 weeks) - **£400**
- Reading Ambassador – 16.5 hours a week to deliver interventions across Key Stage 1 and 2 in reading and phonics. **£15,889**

Tutoring for 56 pupils identified by teacher and data assessments across Years 2,5 and 6.

- 56 pupils across Y2, **5 and 6**
- **LSA tutors x 2 @ £240 per (12 sessions) x2**
- Teacher Tutors x 4 - 8 blocks @ £336 per block (12 sessions) x2
- Total costs (inc. oncosts) - **£8490**
- Additional Tutoring and Enrichment Summer School 2021 for identified pupils across 2,3,4 and 5. **£3664**

Maximising effectiveness of curriculum delivery using technology to enhance teaching and learning, assessment and self-assessment to reinforce understanding and address gaps through comprehensive QLA.

- iPads – class set of iPads and an iPad for all teaching staff, enabling pupils and teachers to be equipped with technology to support learners in and beyond the classroom using digital resources such as cumulative quizzing, app based interventions and live assessment tracking tools.
- 1x class set of 30 iPads
- 10x iPads to cover KS1 & KS2 staff and SLT team. **£11,200**

The details of additional spending using Catch Up Premium can be located in our published document.

The evidence-informed approach we adopt across Unity Academies is rooted in tackling educational disadvantage in the classroom. This is a long term approach; it may well be necessary and desirable for leaders to continue 2019-20 planned actions into the subsequent academic years due to the pandemic. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.

Strategy

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. These are:

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, barriers to success at school, including attendance, 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 with difficult life events to help them re-engage with life and learning.' **The Thrive Approach, Fronting the Challenge Projects Ltd.**

Westfield Primary Academy - Our 3 Tiered Approach

1. Teaching-underpinned by High Quality CPD.

Professional Development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their fill potential.” Developing Great teaching-Teacher Development Trust.

- Our CUSP curriculum approach to literacy as a result of external and internal CPD which is regularly Quality Assured with Trust advisors and consultants. As identified in the TDTs report on 'Developing Great Teaching' CPD is ongoing and provision is regularly monitored to enable excellent practice and delivery. This is moderated across the Trust to provide teachers with further guidance on expected standards.
- External and Trust facilitators leading on CUSP and PiXL offer ongoing CPD and support, review and feedback. This supports the need for a 'rhythm' of follow up, consolidation and support.
- Co-operative learning approach to develop excellent behaviours for learning and a shared sense of purpose. Initial implementation allows for in class experimentation and collaboration with colleagues which informs the review process.

- Explicit vocabulary instruction across the curriculum is a minimum expectation and referenced in curricular knowledge organisers. Word of the week is underpinned by leaders' belief in raising the cultural capacity of all learners and this is shared and explored in weekly assemblies.
- Dynamic teaching of reading, focusing on developing fluency, vocabulary, retrieval and inference
- Wider curriculum model and design underpinned by Rosenshine's Principles of Instruction **CPD that improves Content Knowledge**. "Teachers with strong knowledge and understanding of their subject have a greater impact on students' learning. It is also important for teachers to understand how students think about content and be able to identify common misconceptions on a topic." What Makes Great Teaching - Prof Rob Coe.
- Accelerated Reader programme for KS2 pupils with timely summative snapshots aimed at improving reading fluency.
- Scheduled pupil progress meetings within class teams to identify barriers to learning and next steps.
- Tailored mentoring and coaching for all trainees, newly qualified and early career teachers.
- NPQ courses available for all senior and middle leaders.

2. Targeted academic support Quality of instruction. "This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding), are also found to improve attainment." What Makes great teaching Prof Rob Coe.

- Targeted PiXL and X Code in reading and Maths to identify and address knowledge and skills gaps facilitated by HLTAs and our Reading Ambassador.
- Maths booster groups in KS2 during and afterschool
- Bespoke timetables that offer enrichment opportunities and improve attendance for the most vulnerable learners
- Daily whole class phonics booster sessions and targeted phonic interventions for children in KS1
- Maths Mastery interventions and next steps post teaching in Maths across all year groups
- Booster sessions for KS2 children in English and Maths
- Speech and Language interventions
- Reading Volunteers

3. Wider strategies

- Individualised curricular for specific children
- Support for pupils and staff through collaborative work with CISS (County Inclusion Support Services)
- Specialist provision for children who have suffered early childhood trauma
- Emotional Literacy Support for all children needing emotional, mental health support – including Quiet Start and a nurture lunch club for pupils to access

- Teacher and sports coach led enrichment clubs
- Access to pupil counselling
- Whole school Thrive Approach
- Free daily breakfast club and afterschool provision for disadvantaged children
- Forest School provision
- Subsidised trips and visitors
- Scrapstore Playpod to encourage creative play across age ranges, abilities and genders (April 2020)
- Family Support Worker based in school offering sharing parenting programmes, pupil well-being groups and one to one work with families
- Access onsite for families and pupils to school nurse team
- Free lunchtime and after-school clubs.
- Children's University offered to all students with a targeted and facilitated Children's University afterschool club for disadvantaged children.

Contextual Information

	2019-2020	2020-2021	2021-22
Pupils in school	376	391	402
Proportion of disadvantaged pupils	25%- (90 pupils: 1 service pupil, 2 SGOs and 2 LAC)	24% (93 pupils: 1 x SGO, 3 x adopted and 1 x LAC)	25% (100 pupils: 1 x SGO, 1 x LAC, 3 x adopted) (30% of pupils in the current Y1, Y2, Y4 and Y6 being eligible for funding. This has increased during the pandemic.)
Pupil premium allocation this academic year	£118,660	£123,352	£132,430
Academic year or years covered by statement	2019-22	2019-22	2019-22
Publish date	September 2019		
Review date	December 2021	Updated January 2021	Updated September 2021
Pupil premium lead	Mrs Toni Kittle	Mrs Toni Kittle	Mrs Fiona-Catherine Thompson
Governor lead	Mrs Charlie Abbott	Mrs Charlie Abbott	Mrs Charlie Abbott

Westfield Pupil Premium 2019-22

Looked After Pupils are supported academically and socially by the pupil premium plus funding. Their personal education Plan targets specific gaps with a focus raising attainment.

'Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.'

Marc Rowland, Unity Schools Partnership

Speech, language and communication skills are poor on entry - we are helping children through early identification, regular assessment, a consistent approach and interventions including Success for All and PiXL therapies.

Historic variability in the quality of teaching and subsequent under-achievement - we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning and strong and stable leadership. We know that 'great teaching' (Rob Coe) relies on:

1. Classroom climate that is based on solid relationships and positive Interactions
2. Classroom management-effective use of systems and expectations
3. Teacher's beliefs-supported by a strong vision and unwavering commitment that our approaches WILL make a difference to pupil outcomes
4. Professional Behaviours-the desire to work effectively with colleagues and parents as we learn together.

Instilling a passion for, and achievement in reading and writing - we are raising standards in writing by engaging children in a broad, balanced and relevant curriculum that provides children with regular teaching in strategies for reading and purposeful writing opportunities.

Persistent absence/ lateness - we are working with children and families so children are routinely in school and on time. This is published in every classroom and recognised in our weekly celebration assemblies. We are working closely with an Educational Welfare Officer to support families who have persistent absence and lateness to address causes.

Impact of family circumstances on children's ability to focus on learning - our senior leadership team respond quickly and effectively when needs arise to identify what support can be put in place to support pupils and their families and minimise impact on learning outcomes. Provision is bespoke and engages learners so that they experience self fulfilment.

KS2 Pupil progress scores for last academic year (2018-19)

Measure	Score	
	Whole Cohort	PP
Reading	-4.2	-1.62
Writing	-4.7	-3.21
Maths	-3.8	-3.33

Disadvantaged pupil performance overview for last academic year when schools were accountable for public reporting (2018-19)

Please note this is the most recent set of published data for the Academy

EYFS – 16.3% Pupil Premium

Measure	Score
Achieving GLD	44.4%
Achieving high standard at EYFS	2.1%

Year 1- 25.4% (13 pupils)

Measure	Score
Phonics – Year 1	54%

KS1 – 17.2% (10 pupils)

	Score			
Measure	R	W	M	Combined
Meeting expected standard at KS1	80%	70%	60%	60%
Achieving high standard at KS1	30%	10%	20%	10%

KS2 – 26.7% Pupil Premium

	Score			
Measure	R	W	M	Combined
Meeting expected standard at KS2	69%	63%	56%	38%
Achieving high standard at KS2	19%	0%	6%	0%

Strategy aims for Pupil Premium for the previous and current academic year Tier1 - Teaching

Measure	Activity 2019-2020	Activity 2020-21	Activity 2021-22
Priority 1	Ensure all staff are trained competently in cooperative learning and Success for All approaches for literacy.	Invest time and resources in providing training for all teachers which results in consistent pedagogy which is underpinned by cognitive science and robust research. (CLUSP- continued work on the theory of reading, maths mastery)	Ongoing CPD, mentoring and coaching for all teachers which results in consistent pedagogy which is underpinned by cognitive science and robust research. (CUSP curriculum and maths mastery)
Priority 2	To ensure high quality phonics provision is provided across EYFS and KS1 to improve outcomes.	Upskill all teachers and learning support assistants across the whole school in the continued delivery of high quality phonics teaching and learning.	Upskill all teachers and learning support assistants across the whole school in the continued delivery of high quality phonics teaching and learning, especially following validation (November 2021) and adoption of approved scheme (Spring 2022).
Priority 3	Train all teaching staff in The Theory of Reading to develop quality first teaching approaches to reading within the wider curriculum.	Continue to embed pedagogy in reading to increase fluency and reading speed for all children.	Continue to embed pedagogy in reading to increase fluency and reading speed for all children.
Priority 4	Work with the Maths hub and purchase and deliver staff training, lesson planning, textbooks and work books to embed Teaching for Mastery across all year groups 1-4. (Power Maths)	Develop sophisticated subject leaders, ensuring that training leads to ambitious wider curriculum teaching and learning resulting in children knowing more and remembering more.	Subjects leaders are able to use robust action plans, monitoring and feedback to ensure ambitious wider curriculum teaching and learning takes place resulting in children knowing more and remembering more.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.	As 2019-20. Covid-19 impact on pupil outcomes resulting in widening curriculum gaps.	As 2019-20. Covid-19 impact on pupil outcomes resulting in widening curriculum gaps.
Projected spending	£48,000	£50,000	£52,000

Tier 2 – Targeted academic support

Measure	Activity 2019-20	Activity 2020-21	Activity 2021-22
Priority 1	Provide training for staff and facilitate small group phonics intervention sessions in KS1 to improve phonics accuracy and outcomes.	Facilitate phonics training for new colleagues and engage with EYFS trust leader to ensure delivery at whole class and small group level is impactful.	Provide ongoing support and training in phonics for staff, especially following validation (November 2021) and adoption of approved scheme (Spring 2022).
Priority 2	Purchase and embed use of Accelerated Reader across Years 3-6 year groups to increase reading for pleasure.	Deliver tutoring to targeted pupils (1:3 and 1:1) across all year groups as part of the school wide catch up programme.	Purchase of Project X Code resources and phonics decodable readers to enable pupils to have carefully matched resources to accelerate progress.
Priority 3	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations at KS2 (PiXL)	Deliver regular and bespoke therapies in reading, writing and mathematics to targeted children in small groups as part of the core offer of weekly learning.	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.
Priority 4	Operate a GROW model classroom alongside our core curriculum for pupils who need to develop emotional and social skills by providing a bespoke wider curriculum to enable greater access to the core subjects.	Appoint a lead thrive facilitator to oversee social and emotional intervention for targeted children before moving towards whole class assessments and a bespoke class based curriculum.	Thrive lead to work with Thrive team and Pastoral Deputy Headteacher to embed Thrive approach across the school alongside targeted support.
Barriers to learning these priorities address	Encouraging wider reading across the curriculum and beyond and providing catch-up in mathematics.	As 2019-20 alongside Covid 19 restrictions and remote learning.	As before and closing gaps exacerbated due to pandemic.
Projected spending	£42,000	£50,000	£53,000

Tier 3 - Wider strategies

Measure	Activity 2019-20	Activity 2020-21	Activity 2021-22
Priority 1	Creating and embedding a Breakfast Boost and Westfield Woodlanders wraparound provision.	Launch Children's University, ensuring that the most disadvantaged learners are exposed to wider challenge and enhanced learning experiences.	Embed Children's University, and launch afterschool club targeting PP children to ensure that the most disadvantaged learners are exposed to wider challenge and enhanced learning experiences.
Priority 2	Working alongside key agencies e.g. Educational Welfare Officer, County Inclusion Support Service, OM Heath and Wellbeing, Sharing Parenting Family Support, Thrive with regular sessions located onsite for access by pupils, families and staff to reduce barriers to learning.	Increase the educational offer to our most vulnerable learners through engagement and partner work with alternative provision sites. implement a robust forest schools programme.	Increase the educational offer to our most vulnerable learners through engagement and partner work with alternative provision sites. implement a robust forest schools programme alongside NELI interventions in EYFS and Y1 to support learners most affected by pandemic and secure solid foundations.
Priority 3	Increase number of Thrive practitioners within the team and train staff to cascade Thrive approaches within the classroom for all children,	Train all staff in trauma informed practice to help shape a highly restorative approach to managing pupil behavior-resulting in increased self-regulation.	Further train all staff in trauma informed practice to help shape a highly restorative approach to managing pupil behavior-resulting in increased self-regulation. All classes to have ongoing whole class Thrive Assessments.
Priority 4	Provide a range of lunchtime and afterschool activities including a Play Pod to promote positive interactions and relationships within and outside of the classroom, including Quiet Start and Nurture club to support vulnerable and disadvantaged learners.	Appoint a reading ambassador to promote and engage children and their families in the love of reading through reading cafes, parental workshops and support groups, read and relax sessions, use of the therapy dog. daily partner reading, group reading, book club and more targeted 1:1 sessions.	Provide a range of lunchtime and afterschool activities and 'Inspire' experiences to promote positive interactions and relationships within and outside of the classroom, including Quiet Start and Nurture club to support vulnerable and disadvantaged learners and broaden their horizons.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils	Impact on families-social, financial and emotional, specifically the most disadvantaged, from Covid-19.	Impact on families-social, financial and emotional, specifically the most disadvantaged, following Covid-19.
Projected spending	£29,600	£25,000	£28,000

Targets – Current Academic Year 2021/2021

Aim	Target	Initial Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 22 and ongoing
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 22 and ongoing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 22 and ongoing
Phonics	Achieve national average expected standard in PSC	July 22 and ongoing
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	July 22 and ongoing

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development. Enabling experimentation, professional dialogue and review over a longer duration.	Use of INSET days and additional cover being provided by senior leaders. promoting the vision and prioritising the strategic over the operational
	Ensuring effective implementation of whole school approaches in Maths and English	Regular lesson dips, book looks and feedback to team with specific foci to improve and develop delivery and outcomes. This to be regularly quality assured by external facilitators/advisors CLUSP and PiXL
Targeted support	Ensuring phonics interventions are regular and consistent to maximise effectiveness	Timetabled interventions with trained practitioners delivered as a non-negotiable throughout the week. Adhering to vision and demonstrating fidelity to the belief that every child will achieve
	Enabling enough time and support for Accelerated Reader to be rolled out and utilised effectively.	All teachers trained on AR. Assign HLTA/ICT Support Assistant to monitor and facilitate AR delivery in Years 3-6.
Wider strategies	Ensuring the most disadvantaged children engage with and make expected or better progress	Working collectively with pupils, families, staff, and wider agencies to provide packages of support to enable effective learning. The relentless drive to secure the best outcomes for every child and an acceptance that approach is fully inclusive and loyal to the principles of <i>Great Teaching</i> .