

Pupil Premium (April 2015 – March 2016)

The Pupil Premium is additional funding on top of the main funding a school receives from the Government. Pupil Premium is directed towards those children who come from disadvantaged backgrounds to enable them to have the same experiences and benefits as children from less deprived families.

At Westfield, from April 2015 to March 2016 the Pupil Premium allocation is £86,595. This amounts to £1,300 for children who at any point in the past 6 years have been entitled to Free School Meals (FSM). Children who have been eligible for Free School Meals at any point in their school life generally have lower educational attainment than those who have never been eligible.

Looked After (or fostered children), who have been in care in the last six months, or who have been adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order receive £1,500. Children whose parent(s) are currently serving in the armed forces or who receive a pension from the MoD are entitled to £300.

Westfield monitors and is accountable for how the Pupil Premium is spent. This is done by performance tracking, data collection through testing and surveys, Results will be used to measure impact and enable identification of need, support and appropriate intervention. The 2015 to 2016 Pupil Premium allocation is being used to support children who need literacy boosting, Family Support and interventions and attendance help.

Currently 44% of children at Westfield are eligible for Pupil Premium.

When a Housing/Council Tax Benefit form is completed by a parent their child(ren) are entitled to free school meals. The Council then informs Westfield School of their entitlement.

Parents who receive Child Tax Credit should complete a Free School Meals application form to ensure that the additional funding is given to Westfield for the child(ren) involved.

Westfield School's Pupil Premium priorities are:

- 1. Literacy: to improve the phonic ability and reading age of children whose reading level is below national average**
- 2. Engagement: to improve pupil classroom engagement through focussed support from school and outside agencies**
- 3. Attendance: to implement strategies addressing the attendance gap between for Pupil Premium and non-Pupil Premium children**

Priority 1	Title	Literacy	
What will be different for children (emphasise learning and achievement)	To improve literacy skills and phonic knowledge of pupils whose reading level is below the National Average.		
Key people		Funding and resources	
A-Z Spelling	SJ, BJ	£1,574.00	
Successful Reading Program	SJ, DG, JB, JMc	£5,980.00	
Reading Boosting	MD	Volunteer Retired Teacher	
Educational Psychologist Assessments for Dyslexia, Dyspraxia, Dyscalculia, ADD, ADHD	BB	£7,300.00	
British Sign Language support	JMc, NM, DG, JB	£22,089.96	
Family Support Workers (CAF, CIN and CP)	MA, KD	£30,112	
Purchase of motivational reading rewards for Merit Shop	CD	£800.00	
Two temporary Teaching Assistants to support cross curricular literacy	BJ, NM	£15,000	
Tasks	Who	Evaluate	Impact
A-Z Spelling	SJ and BJ	Vast improvement in application of phonic skills in reading and writing.	Pupils who failed phonic test last year have now all passed.
Successful Reading	SJ, DG, JB, JMc	Increase in reading enjoyment and ability. Children reading in spare time and at home.	Reading level increased by at least 6 months for all pupils.
Reading Boosting	MD	Mechanical reading skills and decoding	Reading level increased for all

<p>Independent Educational Psychologist</p>	<p>BB</p>	<p>improved in class tasks. Children enjoy the 1-1 sessions.</p>	<p>pupils by six months.</p>
<p>BSL support</p>	<p>JMc, NM, DG, JB</p>	<p>Assessed 20 PP children in ten days. Enabled school to input interventions faster and apply for further specialist support.</p>	<p>Pupils receiving specialist support. IEPs created/updated and further referrals made. Process speeded up by up to 12 months.</p>
<p>FSWs</p>	<p>MA, KD</p>	<p>Enabling pupils to access school effectively through the medium of BSL.</p>	<p>Pupil anxiety levels reduced. Less violent incidents. Less mis-understandings. Much better communication and interaction.</p>
<p>Merit rewards</p>	<p>CD</p>	<p>Now running 25 CAF, CIN, CP cases. Strong links with families through meetings, home visits and multi-agency involvement. Mediation for family separation and counselling provided. Having a male and female FSW is invaluable.</p>	<p>Families self-referring to school FSWs due to discussion with other parents, progress made and success rates. Fantastic help and support through a multi-agency linkage.</p>
<p>Merit rewards</p>	<p>CD</p>	<p>Much improved pupil response as they work towards gaining a reward that is good quality.</p>	<p>Enthusiasm improved 100%. Children choose rewards and work to earn them.</p>

TAs	BJ, NM	Providing in class support to groups of PP pupils. Much more confidence and engagement from them.	Excellent relationships between staff and pupils. Pupils more on task and happier. Learning of better quality.
Evaluation (i) who evaluates? (ii) how will they evaluate? (iii) who will outcomes be reported to?			
(i) Evaluate: SLT (ii) How: Monitoring (iii) Report: to governors.			

Priority 2	Title	Engagement		
What will be different for children (emphasise learning and achievement)	To improve pupil classroom engagement through focussed support from school and outside agencies			
Key people		Funding and resources		
Extra Lunchtime Supervision	SJ + Teaching Staff	£2,800.00		
Maths Support	DG	£674.96		
Memory and Listening Skills	BJ	£899.52		
Tasks	Who	Evaluate	Impact	
Extra Lunchtime Supervision	SJ, JP, VMc, HD, KC, JBo	Happier lunchtimes. Less incidences of disruption. Better beginning to the afternoon session.	Calmer, happier classes. Ability to deal with issues sensibly.	
Maths Support	DG	Pupils more confident and able to focus on tasks set. Enthusiasm and ability to tackle tasks increased.	More accurate application of skills in problem solving and group work.	
Memory and Listening Skills	BJ	Tasks and games enable pupils to focus and learn repetitively.	Less pupil anxiety displayed. Able to learn and apply strategies to increase memory.	
Evaluation (i) who evaluates? (ii) how will they evaluate? (iii) who will outcomes be reported to?				
(i) Evaluate: SLT (ii) How: Monitoring (iii) Report: to governors.				

Priority 3	Title	Attendance		
What will be different for children (emphasise learning and achievement)	To implement strategies addressing the attendance gap between for Pupil Premium and non-Pupil Premium children			
Key people		Funding and resources		
Track progress, record and file documents	EK, MA	£240.00		
Half termly meetings with David Purcell from Halton LA and APMs	EK, MA	£180.00		
FSWs to work with families to remove attendance barriers	MA, KD	£2,000		
Purchase of rewards for attendance	CD	£200.00		
Tasks	Who	Evaluate	Impact	
Tracking Attendance	EK, MA	Organised system. Able to locate and track attendance easily on the computer and in paper files.	Effective tracking and monitoring. Reduction in unauthorised absence. Increase in attendance over the year. (94% - 95.3%)	
Meetings with Council Attendance Officer	EK, MA	Monitoring meetings every five weeks. Discussion about Attendance Surgeries and targets.	Families supported and attendance barriers removed for PP pupils.	
FSWs to meet with families at home or in school	MA, KD	Discussion about attendance with parents and measures to be taken. Targets set.	FSWs communicate effectively with parents to support attendance needs	

<p>Attendance rewards (trophies, stickers, prizes)</p>	<p>CD</p>	<p>Introduction of whole class non-persistent lateness award and trophy/prizes.</p>	<p>effectively.</p> <p>PP pupils increased punctuality and attendance. Persistent absence reduced to 3% of whole school.</p>
<p>Evaluation (i) who evaluates? (ii) how will they evaluate? (iii) who will outcomes be reported to?</p>			
<p>(i) Evaluate: SLT (ii) How: Monitoring (iii) Report: to governors.</p>			