

Pupil Premium (April 2016 – March 2017)

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 2016 to March 2017 the Pupil Premium allocation is £89,683. 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 and data collection through testing and surveys. Results will be used to measure impact and enable identification of need, support and appropriate intervention. The 2016 to 2017 Pupil Premium allocation is being used to support children who need phonics, reading and writing boosting, engagement and enrichment sessions, family support and interventions.

Currently 40% 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 speech/communication, phonic ability and reading age of children whose linguistic and reading level is below national average**
- 2. Enrichment and engagement: to improve pupil classroom engagement and deeper understanding through focussed support from school and outside agencies**
- 3. Writing: to implement strategies addressing the gap between Pupil Premium and non-Pupil Premium children**

Priority 1	Title	Speech/communication, phonics and reading		
What will be different for children (emphasise learning and achievement)	To improve the speech/communication, phonic ability and reading age of children whose linguistic and reading level is below national average			
Key people		Funding and resources		
Speechwise Language Screening and Speech and Language sessions	LK	£7,500.00		
A-Z Spelling	SJ, BJ	£1,574.00		
Successful Reading Program	SJ, DG, JB, JMc	£5,980.00		
Group phonics and spelling Sessions	JD	Volunteer SEN Teacher		
Educational Psychologist Assessments for Dyslexia, Dyspraxia, Dyscalculia, ADD, ADHD, ASD, memory issues	WR	£5,600.00		
British Sign Language support	JMc, NM, DG, JB	£22, 089.96		
Purchase of motivational reading rewards for Merit Shop	CD	£1000.00		
Two temporary Teaching Assistants to support cross curricular literacy	BJ, NM	£16,000.00		
EYFS and KS1 Phonics, music and movement	Halton LA Music Service	£1,900.00		
Tasks	Who	Evaluate	Impact	
A-Z Spelling program taught to small groups of pupils.	SJ and BJ	Pupils engaged well.	All pupils increased their knowledge of High Frequency Words.	
Successful Reading program to be used to boost pupils who are a year or more behind their chronological age.	SJ, DG, JB, JMc	Pupils responded well to the program and gained in confidence both	100% of pupils improved	

Phonics and spelling small group sessions to boost pupils in need of phonic attack strategies.	JD	verbally and in reading. With the additional support all pupils thrived. Each pupil was engaged.	by six months +. 100% of pupils moved up a phase.
Independent Educational Psychologist to assess pupils for SEND.	WR	Four pupils were assessed. Some with complex needs.	100% received Enhanced Funding or an EHCP.
BSL support for those pupils requiring support with communication.	JMc, NM, DG, JB	HIRB Base was closed in December 2016. Individual support applied in class.	100% of pupils made good progress towards expected standard.
Merit rewards that encourage pupils to strive to improve and develop their reading, spelling and writing skills.	CD	Pupils making good progress sent to CD to receive additional encouragement and reward. Pupils proud and sharing good practice with peers. Some pupils reading out work in assemblies.	Pupils made most progress in Reading and spelling. Writing requires more time to further embed skills.
TAs to support pupils when applying their reading, spelling and handwriting to extended and cross curricular tasks.	BJ, NM	Much more positive approach to all areas. Surveys and verbal pupil feedback suggests improved confidence and engagement.	NFER and in-house tests indicate good progress made in all areas.
Weekly phonics, music and movement	Halton LA	Pupils have engaged	This is

sessions to develop and improve phonic skills and understanding.	Music Service	fully and with enthusiasm.	'backed up' the formal group teaching and provided pupils with additional 'boosting'.
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	Enrichment and Engagement	
What will be different for children (emphasise learning and achievement)	To improve pupil classroom engagement and deeper understanding through focused support from school and outside agencies		
Key people		Funding and resources	
Listening Therapist	SO	£7,000.00	
CiC Boosting	CH, JMu	£3,400.00	
Safety Group with Halton LA DD		Free	
Copstars with Cheshire Police		£80.00	
Respect Fire Sessions DH		£580.00	
Anti-bullying M&M theatre		£180.00	
Pop Project – British Values		£325.00	
Extra Lunchtime Supervision	TAs + Teachers	£4,800.00	

Memory and Listening Skills	BJ	£909.52	
Family Support Workers to support families on the CAF, CIN or CP process.	MA, KD	£32, 212.00	
Tasks	Who	Evaluate	Impact
Listening Therapist to explore mental health and emotional well-being issues with pupils and families.	SO	Parents and pupils have reported that this is an invaluable service.	100% of families have reported feeling supported and valued.
CiC Boosting for SATs preparation.	JMu, CH	Good engagement and enjoyment of tasks.	100% increase in meeting expected standard in maths.
Independent Travel Training safety group working on a ten week program to address personal safety needs. The group runs throughout the year continuously.	DD from Halton LA	Different learning approaches made this very effective. Appealed to all pupils.	Entry and exit tests indicate 100% of pupils more confident in personal safety.
Copstars with Cheshire Police developing community awareness and citizenship skills.	CPSO from police	Cancelled due to lack of funding.	
Respect Fire sessions covering all elements of fire and community safety over an eight week period.	Fire Service	Cancelled due to lack of funding.	
Anti-bullying M&M theatre production exploring bullying and ways to combat it.	M&M Theatre	Pupils enjoyed the role play and interaction.	Knowledge and confidence increased for 100% of pupils evidenced by verbal survey at end of

<p>Pop Project – British Values presentation exploring what it is like to be British.</p>	<p>Pop Project</p>	<p>Pupils enjoyed the role play and interaction.</p>	<p>play. Knowledge and confidence increased for 100% of pupils evidenced by verbal survey at end of play.</p>
<p>Extra Lunchtime Supervision to support pupils who find unstructured times a challenge.</p>	<p>TAs and teachers</p>	<p>More structured games and activities inside and outside school. Pupils chose from clubs, gym and outdoor tasks.</p>	<p>100% reduction in SEND pupils struggling to form positive relationships.</p>
<p>Memory and Listening Skills small group work to develop pupils who have visual memory issues.</p>	<p>BJ</p>	<p>Pupils enjoyed the practical tasks and small group environment.</p>	<p>Further work required to ensure pupils have met this target.</p>
<p>CAF, CIN, CP, family mediation and nurturing provided by FSWs.</p>	<p>MA, KD</p>	<p>Reported by parents and pupils to be an invaluable resource.</p>	<p>Two CAFs closed. Family mediation 100% successful. Ongoing nurturing requested by both parents and pupils themselves.</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>			

Priority 3	Title	Writing	
What will be different for children (emphasise learning and achievement)	To implement strategies addressing the gap between Pupil Premium and non - Pupil Premium children		
Key people		Funding and resources	
Pie Corbett Writing Training for Key Teachers		CH,HD, JMu	£990.00
Handwriting Intervention Groups		NM, JB	£1,574.00
Tasks	Who	Evaluate	Impact
To undertake writing training to ensure that PP pupils are able to write accurately in all genres, with a sense of audience and style.	CH HD JMu	Course found to be extremely effective and interesting. New ideas and revision of some older techniques evident.	Consistency in reading and writing techniques across school when 'rolled out' to staff. Pupils more enthusiastic about reading. Careful choice of texts and Guided Reading activities.
For staff who have attended the training to train the remaining school staff in using effective strategies and resources to lessen the gap between pupils.	CD HD JMu		
To work in small groups to ensure that PP pupils form letters correctly and develop a fluent, cursive handwriting style that meets the requirements of the new curriculum. To apply their handwriting knowledge to all writing and not just handwriting practice.	NM JB	All pupils enjoyed the handwriting tasks both using scheme and practical finger strength activities.	100% improvement evidenced in written work in books.
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.