

Pupil Premium (April 2017 – March 2018)

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 2017 to March 2018 the Pupil Premium allocation is £85,881.48 as opposed to £89,683 last year. 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 2017 to 2018 Pupil Premium allocation is being used to support children who need phonics, reading and writing boosting, engagement of boys, family support and interventions with regard to mental health.

Currently 42% 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, reading and writing ability of pupils who are below the National Average**
- 2. Engagement of Boys: to improve classroom engagement, progress and attainment**
- 3. Mental Health and Aspiration Levels: to increase confidence and all round academic performance of pupils**

Priority 1	Title	Literacy	
What will be different for children (emphasise learning and achievement)	To improve the phonic, reading and writing ability of pupils who are below the National Average		
Key people		Funding and resources	
A-Z Spelling	SJ	£1,650.00	
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, JP	£5,200.00	
British Sign Language support	JMc, NM, DG, JB	£23, 109.00	
Purchase of motivational reading rewards for Merit Shop	CD	£900.00	
EYFS and KS1 Phonics, music and movement Service	Halton LA Music	£2,100.00	
Invite parents to phonics, spelling and writing sessions.	All staff	£50.00	
Teachers to read stories to pupils with parents watching.	Teachers	£140.00	
SATs meetings held for parents.	Senior Leadership Team	£50.00	
Tasks	Who	Evaluate	Impact
A-Z Spelling program taught to small groups of pupils.	SJ		
Successful Reading program to be used to boost pupils who are a year or more behind their chronological age.	SJ, DG, JB, JMc		

<p>Phonics and spelling small group sessions to boost pupils in need of phonic attack strategies.</p> <p>Independent Educational Psychologists to assess pupils for SEND.</p> <p>BSL support for those pupils requiring support with communication.</p> <p>Merit rewards that encourage pupils to strive to improve and develop their reading, spelling and writing skills.</p> <p>Weekly phonics, music and movement sessions to develop and improve phonic skills and understanding.</p> <p>Invite parents to phonics, spelling and writing sessions.</p> <p>Teachers to read stories to pupils whilst parents are watching to enable them to see the techniques and strategies used to improve reading capability.</p> <p>SATs meetings held for parents to discuss formats, timings and answer questions that parents have.</p>	<p>JD</p> <p>WR, JP</p> <p>JMc, DG, JB</p> <p>CD</p> <p>Halton LA Music Service</p> <p>All staff</p> <p>Teachers</p> <p>Senior Leadership Team</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 2	Title	Engagement of Boys		
What will be different for children (emphasise learning and achievement)	To improve classroom engagement, progress and attainment			
Key people		Funding and resources		
Listening Therapist	SO	£7,200.00		
Safety Group with Halton LA	DD	£50.00		
Lego Construction/Therapy	LF	£1,750.00		
Extra Lunchtime Supervision	TAs + Teaching Staff	£5,200.00		
Small group nurture/challenge tasks	KD	£1,540.00		
Problem solving and confidence group	PMc	£2,360.00		
Use a wide range of 'boy friendly' books in class.	All teachers	£4,500.00		
Tasks	Who	Evaluate	Impact	

<p>Listening Therapist to explore mental health and emotional well-being issues with pupils and families.</p> <p>Independent Travel Training safety group working on a ten week program to address personal safety needs. The group runs throughout the year continuously.</p> <p>Lego sessions over six weeks to engage, problem solve and discuss how to access the classroom with confidence.</p> <p>Additional lunchtime supervision to support pupils who find unstructured times a challenge.</p> <p>Small group tasks led by male teacher to engage boys, develop problem solving and talk about issues affecting boys.</p> <p>Small group sessions led by male teacher involving construction, problem solving and discussion.</p> <p>Use 'boy friendly' books in class to motivate and engage boys to enjoy reading and develop higher order reading skills.</p>	<p>SO</p> <p>DD from Halton LA</p> <p>LF</p> <p>TAs and teachers</p> <p>KD</p> <p>PMc from Halton LA</p> <p>All teachers</p>		
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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	Mental Health and Aspiration Levels		
What will be different for children (emphasise learning and achievement)	To increase confidence and all round academic performance of pupils			
Key people		Funding and resources		
Nurture sessions using Professor Barry Carpenter Journals.	MA	£4,300.00		
Girls' Nurture sessions.	MA	£3,665.00		
Achievement for All program. Senior		£7,800.00		
Leadership Team		£210.00		
Survey all pupils on viewpoints. CD		£8,487.00		
Provide Forest School activities All to every class to develop academic staff and holistic qualities of each child.		£3,025.00		
Attendance support.	EK, NS, CD, KD, MA			
Tasks	Who	Evaluate	Impact	

<p>Nurture small group sessions run for boys and girls using journals to develop confidence and independent skills.</p>	<p>MA</p>		
<p>Small group Nurture sessions that are run specifically to work on issues affecting girls.</p>	<p>MA</p>		
<p>Achievement for All program. Supported by an AfA link person school will further improve academic performance in more able pupils.</p>	<p>Senior Leadership Team</p>		
<p>Survey all pupils on their viewpoints with regard to elements of school improvement.</p>	<p>CD</p>		
<p>Provide Forest School activities to every class to develop academic and holistic qualities of each child. Each class to have two hours a week to improve problem solving, teamwork, confidence, independence, well-being and Key Skills.</p>	<p>All staff</p>		
<p>Attendance support which involves computer tracking, linking with the Local Authority, attendance meetings with families, home visits and setting targets as per Government guidelines.</p>	<p>NS, EK, MA, CD, KD</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>			