

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:

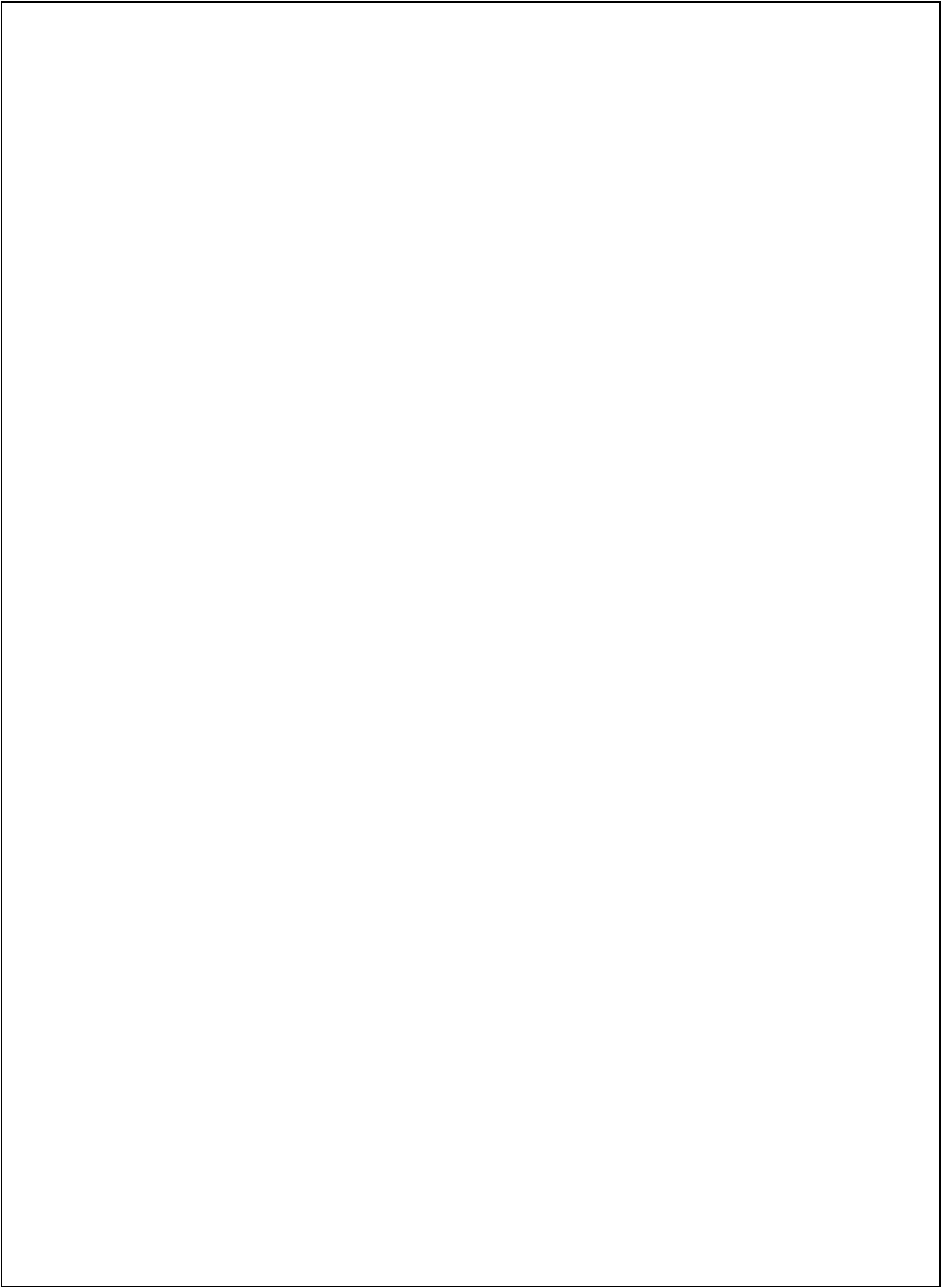
- 1. Literacy: to improve the speech/communication, phonic ability and reading age of children whose linguistic and reading level is below national average**
- 2. Enrichment and engagement: to improve pupil classroom engagement and deeper understanding through focussed support from school and outside 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			
Successful Reading program to be used to boost pupils who are a year or more behind their chronological age.	SJ, DG, JB, JMc			
Phonics and spelling small group sessions to boost pupils in need of phonic attack strategies.	JD			

Independent Educational Psychologist to assess pupils for SEND.	WR		
BSL support for those pupils requiring support with communication.	JMc, NM, DG, JB		
Merit rewards that encourage pupils to strive to improve and develop their reading, spelling and writing skills.	CD		
TAs to support pupils when applying their reading, spelling and handwriting to extended and cross curricular tasks.	BJ, NM		
Weekly phonics, music and movement sessions to develop and improve phonic Skills and understanding.	Halton LA Music Service		
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 focussed 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 + Teaching Staff	£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			
CiC Boosting for SATs preparation.	JMu, CH			
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			
Copstars with Cheshire Police developing community awareness and citizenship skills.	CPSO from police			
Respect Fire sessions covering all elements of fire and community safety over an eight week period.	Fire Service			
Anti-bullying M&M theatre production exploring bullying and ways to combat it.	M&M Theatre			
Pop Project – British Values presentation exploring what it is like to be British.	Pop Project			
Extra Lunchtime Supervision to support pupils who find unstructured times a challenge.	TAs and teachers			
Memory and Listening Skills small group work to develop pupils who have visual memory issues.	BJ			
CAF, CIN, CP, family mediation and nurturing provided by two FSWs.	MA, KD			
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	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		
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		
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.				

