

Pupil premium strategy statement 2019-2022

3 year strategy (Covid-19 taken into consideration)



School overview

School Information	Data
School name	Westfield Primary School
Pupils in school	122 (as at October 2020)
Proportion of disadvantaged pupils	42.6% (52/122 as at October 2020)
Pupil premium allocation this academic year	Sept 2019 – Aug 2020 £79188 Sept 2020 – Aug 2021 £72258 Sept 2021 – Aug 2022 TBC
Academic year or years covered by statement	Sept 2019 - Aug 2022
Publish date	April 2020
Review date	April 2022
Statement authorised by	Mrs L Farrow
Pupil premium lead	Miss S Pope
Governor lead	Mrs J Bethell & Mrs L Jones

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-1.81
Writing	-6.28
Maths	-2.31

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	42%
Achieving high standard at KS2	0%

Measure	Activity
To ensure that disadvantage pupils have a writing curriculum that ensures, coverage, concepts, challenge and support.	Buy and embed Pathways to Write ensuring high quality CPD is delivered to staff. Resources to support P2W, including early writing/mark making in EYFS.
To ensure that disadvantage pupils have a Reading curriculum that ensures, coverage, concepts, challenge and support.	Buy and embed Pathways to Read ensuring high quality CPD is delivered to staff. Resources to support reading, including early reading. Phonics resources including RWI phonics and staff CPD.
To ensure that disadvantage pupils have a Maths curriculum that ensures, coverage, concepts, challenge and support.	Buy and embed Maths No Problem/Mastery in Maths ensuring high quality CPD is delivered to staff. Resources/manipulatives to support the delivery and teaching of Maths No Problem, including EYFS.
Barriers to learning these priorities address	Low starting points Engagement
Projected spending	£26000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Increase the number of disadvantage children making expected and GDS in line with NA. <ul style="list-style-type: none"> 58% 2019 (NA 62% 2019) GDS 8% 2019 (NA 17% 2019) 	July 2022
Progress in Writing	Increase the number of disadvantage children making expected and GDS in line with NA. <ul style="list-style-type: none"> 42% 2019 (NA 68% 2019) 0% 2019 (NA 11% 2019) 	July 2022
Progress in Mathematics	Increase the number of disadvantage children making expected and GDS in line with NA. <ul style="list-style-type: none"> 67% 2019 (NA 67% 2019) 8% 2019 (NA 16% 2019) 	July 2022
Phonics	Increase number of disadvantaged children passing the phonics screening at Year 1. (25% 2019) (NA 71% 2019)	July 2022

Other Attendance	<p>Improve attendance of disadvantaged pupils and reduce number of persistent pupil premium absentees.</p> <ul style="list-style-type: none"> • 9.8% Autumn 2020 (NA 4% Autumn 2020) • 39.3% PA Autumn 2020 (NA 10.2% Autumn 2020) 	July 2022
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Targeted academic support for current academic year

Measure	Activity
Plug gaps and increase progress in writing	<p>Buy and embed Pathways to Progress across all year groups to identify and target support for disadvantaged pupils.</p> <p>Increase adult to child ratio in KS2 to support teaching and interventions.</p>
Targeted support for Maths, addressing misconceptions/times tables	Subscribe to online resources, Times Tables Rockstars, Numbots, IDL Numeracy.
Barriers to learning these priorities address	<p>Limited provision and resources</p> <p>Limited opportunities for 1-1/small group teaching</p>
Projected spending	£125760

Wider strategies for current academic year

Measure	Activity
To increase the children's language skills	Nuffield training and resources, CPD language (staffing)
To support Mental Health and the well-being and engagement (including attendance) of disadvantaged children and the families.	Elsa training, resources, staff CPD, Jigsaw curriculum, EWO SLA, welfare lead role, Lego therapy resources
To provide resources to support disadvantaged families	Provide clothing, support for trips, Breakfast Club/After school provision, food parcels
Barriers to learning these priorities address	<p>Financial constraints</p> <p>Parental perception</p> <p>Attendance and persistent attendance</p> <p>Limited vocabulary and understanding</p> <p>Limited real life experiences</p> <p>Basic needs</p>
Projected spending	£17000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Implementing 3 high priority schemes within an 18mth period.	Dedicated CPD time for staff, planning of staff meetings and INSETS.
Targeted support	CPD opportunities for staff delivering P2P. Effective use of time for interventions and online learning.	TAs given planning time dedicated to CPD.
Wider strategies	Engaging parents and signposting them to the correct services and support.	Work with outside agencies and ensuring a lead member of staff has time to engage with families.

This strategy will be reviewed each half term.