

Pupil Premium Strategy Statement: Westfield Community School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Plan 2024 -27 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sharon Baker Headteacher
Pupil premium lead	Sharon Baker
Governor / Trustee lead	Neil Turner Jim Nicholson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£367,192
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£367,192

Part A: Pupil premium strategy plan

Statement of intent

Westfield Community School strives to offer a beacon of **HOPE** for the community. It is a place where everyone is valued and respected and provides a calm environment in which children, parents and staff have high expectations to achieve their best.

The core value of our school is **HOPE**

H-High expectations

O-Opportunities

P-Progress

E-Enjoyment

Westfield School is in an area of high deprivation. We recognise that many of our pupils face barriers to achieving their full potential, and that disadvantaged pupils may face additional barriers. Our intention at Westfield Community School is that all our children leave school as 'well rounded' individuals, achieving to the best of their abilities and leaving us as confident and caring citizens ready for the next stage in their education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals and make good progress. In making provision for our disadvantaged pupils, we understand that not all pupils who are socially disadvantaged are registered or qualify for free school meals and that by focusing on quality first teaching all pupils will benefit.

Evidence shows that Covid has potentially reversed a decade of progress in closing the attainment gap. It is therefore essential we focus on what research tells us is most likely to be effective. In line with EEF guidance (The EEF Guide to the Pupil Premium) we take a tiered approach to our Pupil Premium spending plan that balances high quality teaching, targeted academic support and support for wider strategies.

High Quality First Teaching

High expectations and quality first teaching is key to all our pupils achieving their best. Our focus is the quality of education in all year groups and what will have the most impact on improving outcomes for disadvantaged pupils. There is a high emphasis on consistent quality of teaching for the core subjects. We recognise the impact that reading ability has on outcomes across the curriculum and future life opportunities.

Targeted Academic Support

We understand that some pupils require targeted academic support and through accurate assessment we identify when and where support beyond quality first teaching is required. Using evidenced based programmes, we aim to provide staff training to deliver appropriate interventions.

Wider Strategies

Through detailed knowledge and close links with the community we understand the complexity of barriers to pupils learning. In providing a range of wider strategies with targeted outcomes we continue to review and adapt the best strategies to meet these needs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low starting points: Assessments indicate that on-entry to Preschool and Reception pupils' attainment is significantly below their peers. Factors which affect this continue to be evident throughout school.
2	Low levels of oracy, receptive and expressive language: Observations, interactions with pupils and baseline assessments on entry to EYFS show many disadvantaged pupils have a very limited vocabulary and delayed speech and language skills and this negatively impacts upon pupil's reading and writing development and ability.
3	Proportion of SEND pupils: The percentage of SEND pupils is higher than the national average. Within this group the disadvantaged number have risen to 73% in 23-24 compared to 39% nationally. Post COVID-19 pandemic there has been an increased number of SEND pupils with more complex needs and multiple barriers to learning.
4	Wider Experiences: Some pupils have limited experiences outside of their immediate home environment. This can limit pupils progress particularly in knowledge-based subjects.
5	Attendance: For some disadvantaged pupils' attendance and punctuality continues to impact their progress. Knowledge of our families reveals that the link between attendance and attainment is not always fully understood.
6	Complexity of Needs: The impact of the pandemic continues to be felt across school and is exacerbated by the socio-economic challenges faced by our community. Families of disadvantaged pupils often have multiple indicators of need and a high number of our pupils have experienced adverse childhood experiences. This can affect pupils' wellbeing, overall development and capacity to learn.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attainment for all pupils is increased to improve outcomes for disadvantaged pupils, with an additional focus on early reading and reading, writing and maths attainment and progress.</p>	<p>Throughout school the percentage of disadvantaged pupils working at the appropriate age expectations will increase. Disadvantaged pupils working at the expected standard to be in line with local and national comparators by the end of KS2</p> <p>Early reading teaching and the consistent use of systematic synthetic phonics (RWInc) ensures the numbers of pupils who achieve the phonic screening check and the re-check in Year 2 continues to rise to be in line with the national average.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. WellComm screening to show impact of early interventions in nursery and reception.</p> <p>Progress for pupils requiring interventions is monitored and appropriate actions taken.</p>
<p>Disadvantaged pupils with SEND will be supported to make progress.</p>	<p>Assessments both formative and summative indicate SEND disadvantaged pupils (who do not have a cognitive delay) make good progress holistically.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils will be in line with their peers.</p> <p>Sustained improvement in attendance to be in line with LA average and National average.</p>
<p>The pastoral needs of disadvantaged pupils are supported effectively including behaviour, well-being and social, emotional and mental health.</p>	<p>Pupils' pastoral needs will be met through targeted support.</p> <p>Pupils will be ready to learn and be able to access the full curriculum entitlement.</p> <p>PASS survey of pupil attitudes to school will be monitored, reviewed and support in place where necessary.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: **£116,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide regular high quality professional development</p> <p>Professional Learning Plan for all staff</p> <p>Individual CPD plans</p>	<p><u>Effective Professional Development Education Endowment Foundation</u></p> <p>There is extensive evidence that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom</p>	1, 2
<p>Provide regular high quality professional development linked specifically to the teaching of reading.</p> <p>Fund Read Write Inc Phonics programme and the Big Cat Reading Scheme. Including all resources for school and home learning. Train all new staff to ensure fidelity to scheme</p>	<p>DfE validated systematic synthetic phonics programme. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF T& L Toolkit Reading Comprehension Strategies + 6mths progress</u></p> <p>DfE approved-Work as a Wave 6 school in partnership with the English Hub-quality first teaching of reading to ensure high quality teaching of reading.</p>	1, 2
<p>Maths mastery approach embedded across school.</p> <p>Maths coordinator release time to embed key elements of guidance in school and to access Maths Hub resources and training. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <u>Maths_guidance_KS_1_and_2.pdf</u> (<u>publishing.service.gov.uk</u>)</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1

(including Teaching for Mastery training).		
<p>Continue to ensure accurate, meaningful and manageable assessment of pupils. Staff CPD to support.</p> <p>Use IT such as SONAR and GL (standardised diagnostic assessments) to support assessments procedures.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>There is extensive evidence that high quality assessment involves strong formative assessment techniques within classroom practise. Staff training to focus on pupils knowing and remembering more and the use of retrieval practise.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education</p> <p>Endowment Foundation EEF</p>	1
<p>Build upon existing language approaches. For example: WellComm, continue Embedding dialogic activities across the school curriculum.</p> <p>Teacher and TA ratios provide high quality adult pupil interaction.</p> <p>Emphasis on oracy across the curriculum. Subject leaders monitor subject specific vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on writing:</p> <p>Oral language interventions Toolkit Strand + 6mths progress EEF</p> <p>Alex Quigley Closing the Reading Gap & Closing the Vocabulary Gap</p>	2

<p>Employ additional teachers to support quality first teaching. Provide subject expertise and quality assurance.</p> <p>Enable specialist teaching when appropriate and consistent high quality PPA cover.</p>	<p>EEF Toolkit: High Quality Teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>The best available evidence indicates that quality first teaching is the most important aspect to improve pupil attainment.</p>	<p>1,2</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Budgeted cost: **£158,926**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Higher support staffing levels in each class which includes at least one teaching assistant per classroom to facilitate interventions and pre teaching in small groups.</p>	<p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF +4 months</u></p> <p>Evidence shows that small group tuition is effective. The average impact of the small group tuition is four additional months over the year.</p>	<p>1,2</p>
<p>Continue small group intervention for maths through number stacks programme.</p>	<p>Impact of intervention in previous year shows positive outcomes</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF +4 months</u></p>	<p>1</p>

<p>Continue programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Wellcomm)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>EEF T&L Toolkit Oral language interventions EEF + 7 months Early Years</u></p> <p><u>(educationendowmentfoundation.org.uk)</u></p>	<p>1, 4</p>
<p>Embed the Parents in Partnership (PIP) project in Nursery and beyond, alongside a structure of stay and play sessions. To parents in engaging in positive interaction with pupils and to improve pupils CLL skills and knowledge.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Evidence from a research review with Edge Hill University College highlighted the positive impact of PIP (increased engagement with books at home; improved parental knowledge of pre-reading skills and improved rates of progress in CL/R/W).</p> <p>A structured parental involvement strategy encourages a learning to learn style approach to parents of EYFS pupils. Enabling them with the knowledge and understanding of supporting their children at home.</p> <p>EEF T+L Toolkit – Oral Language Interventions (+7 for Early Years)</p> <p>EEF T+L Toolkit – Early Years Interventions +5 months</p> <p>EEF Guidance Report – working with parents to support children's learning</p>	<p>1, 2</p>
<p>Additional phonics sessions, with small group teaching and 1:1 specialist intervention. (Phonics tuition and 1:1 reading)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: <u>Phonics Toolkit Strand Education EEF One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>+5 months</p>	<p>1,2</p>
<p>PODs – Bespoke small group teaching, qualified teacher with group for stage appropriate curriculum and engagement model in core subjects.</p>	<p>71% of this group of learners are also disadvantaged. 71% of this teaching group have an EHCP.</p> <p><u>Small group tuition Toolkit Strand</u></p> <p><u>Education Endowment Foundation EEF Small group Tuition +4 months</u></p> <p>EEF research guidance report. All pupils have access to high quality teaching complimented with small group teaching.</p>	<p>1,2,3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Budgeted cost: **£91,566**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Team Manager (Attendance Champion) and Attendance Consultant monitor and action to improve the attendance of disadvantaged pupils.</p> <p>Continue to fund a targeted breakfast club, led by pastoral staff.</p>	<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>Attendance continues to improve across school-case studies of evidence impact of work carried out previously.</p> <p>Breakfast club consistently well attended in last two years. This has impacted positively on pupils' readiness to learn.</p>	5
<p>Increase the support offered for pupils with social-emotional needs through targeted pastoral interventions.</p>	<p>Identification of need and support plan through pastoral matrix. Evidence though previous success of support offered in school. Pupil and parental feedback surveys highlights the strong relationship between school and families.</p> <p>EEF Toolkit Social and Emotional Learning +4mnths</p>	6

<p>An Inclusion Team to continue to work effectively through the graduated approach for a number of SEND pupils within school including those with significant needs.</p>	<p>By building a holistic picture, we know this enables early intervention. SEND expertise is vital due to the numbers of pupils who start school with significant delays.</p> <p>We know over time that experience in middle management positions supports a better understanding of SEND pupils.</p> <p>Referrals are made rapidly when necessary.</p> <p>Dedicated persons in middle management and senior management roles, build relationships with parents, especially hard to reach families.</p> <p>EEF Guidance Report - Working with Parents to Support Children's Learning</p>	<p>3,6</p>
<p>Fund Therapeutic intervention</p>	<p>To support mental health and well being of children in school and support emotional regulation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>
<p>Fund Wigan Family Welfare counselling service</p>	<p>To support mental health and well being of children in school. The current statistics evidencing an increasing concern in this area for children from aged 5 to 16 have found that 1 in 10 children have a clinically diagnosed mental health condition following COVID restrictions.</p> <p>EEF Toolkit Social and Emotional Learning +4mnths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6</p>
<p>To fund cultural capital experiences</p>	<p>Continue to fund experiences including trips and visitors. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Our professional and contextual knowledge and previous success shows that enhancing the curriculum with real life experiences improves pupils' understanding, memory and enjoyment of learning.</p> <p>EEF toolkit – Arts participation + 3 month</p> <p>EEF toolkit – Sports Activities + 1 month</p>	<p>4</p>

Total budgeted cost: £367,192

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of a three year pupil premium strategy plan. Analysis of the outcomes of the three year plan should be considered within the context of the impact of Covid. National evidence shows the reversal in progress in closing the attainment gap for disadvantaged pupils.

The significant learning loss during school closures and isolation restrictions had a considerable impact on the outcomes of the plan. The impact of the disruption to learning is still apparent and differs depending on which period of time a pupil's education was affected. Despite this, the last two years have seen gains against the intended outcomes. We have considered what worked well and where changes needed to be made.

We have analysed the performance of our school's disadvantaged pupils during this period using national statutory assessments, in school data and case studies.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, to assess how the performance of our disadvantaged pupils has changed during this period.

Intended Outcome 1 Disadvantaged pupils attainment in all areas of learning will be increased, with an additional focus on reading, writing and maths attainment and progress.

Data from tests and assessments suggest that, in line with our expectations, standards in the last two years (post COVID all restrictions ended) are improving for all learners. The high-quality teaching of phonics alongside targeted tuition is proving successful.

Year 1 Phonics Screening Check % Pass

	School 2023	School 2024	Local Authority Average 2023	National Average 2023
All Pupils	51%	60%	79%	79%
Pupil Premium	44%	56%	66%	67%

End of Year 2 Phonics Screening Outcomes2023

	School 2023	School 2024	Local Authority Average2023	National Average 2023
All Pupils	63%	82%	89%	89%
Pupil Premium	52%	77%	82%	81%

Key Stage 1

Attainment for 2023 cohort of pupils represent 1 stable year of learning in year 2 (no requirements for isolation by staff or pupils). Nursery, Reception and Y1 were severely disrupted.

Attainment for 2024 cohort of pupils represent two stable years of learning in year 1 and 2 (no requirements for isolation by staff or pupils). Nursery and Reception were severely disrupted.

End of Key Stage 1 Teacher Assessment 2023 and 2024

		School 2023	School 2024	Local Authority 2023	National Average 2023
Reading Expected level	All pupils	51%	54%	67%	68%
	Pupil Premium	39%	44%	52%	54%
Reading Greater depth	All pupils	22%	13%	18%	19%
	Pupil Premium	26%	13%	10%	9%
Writing Expected level	All pupils	34%	34%	60%	60%
	Pupil premium	19%	33%	43%	45%
Writing Greater depth	All pupils	5%	3%	9%	8%
	Pupil Premium	6%	5%	5%	3%
Maths Expected level	All pupils	54%	62%	69%	71%
	Pupil Premium	39%	59%	54%	56%
Maths Greater Depth	All pupils	17%	7%	16%	16%
	Pupil Premium	13%	5%	8%	8%

The embedding of Maths mastery has enabled pupils at the end Key Stage 1 in 2024 to benefit consistently from this approach since starting the national curriculum. This progress will continue as pupils progress through Key stage 2.

Key Stage 2

Attainment for 2023 cohort of pupils was disrupted by lockdowns in Year 2 and 3 and isolation requirements in Y4. There were 2 relatively stable years of learning in years 5 and 6 (no requirements for isolation by staff or pupils.)

Attainment for 2024 cohort of pupils was disrupted by lockdowns in Year 1 and 2 and isolation requirement in Y3. There were 3 relatively stable years of learning in years 4, 5 and 6 (no requirements for isolation by staff or pupils.)

End of Key Stage 2 SATs 2023 and 2024

		School 2023	School 2024	Local Authority 2024	National Average 2024
Reading Expected level	All pupils	57%	57%	76%	74%
	Pupil Premium	44%	42%	64%	63%
Reading Greater depth	All pupils	16%	17%	28%	28%
	Pupil Premium	7%	18%	19%	18%
Writing Expected level	All pupils	50%	59%	75%	72%
	Pupil premium	41%	45%	62%	59%
Writing Greater depth	All pupils	4%	7%	16%	13%
	Pupil Premium	0%	5%	9%	6%
Maths Expected level	All pupils	55%	55%	77%	73%
	Pupil Premium	56%	42%	63%	59%
Maths Greater Depth	All pupils	7%	7%	24%	24%
	Pupil Premium	4%	5%	14%	13%
Grammar Punctuation Spelling Expected	All pupils	52%	62%	75%	72%
	Pupil Premium	48%	50%	63%	59%
Grammar Punctuation Spelling Greater Depth	All pupils	20%	29%	33%	32%
	Pupil Premium	15%	21%	21%	20%

Intended Outcome 2 Improved oral language skills and vocabulary among disadvantaged pupils.

Assessment of pupil's speech and language highlights this remains an area of significant need. Referrals for speech and language support have increased post pandemic.

Intervention programmes adopted by school continue to aid accelerated progress across the EYFS. There is a continued focus across school on high quality adult interaction. EKLAN quality first teaching is embedded across the EYFS. Professional development has focused on teachers' knowledge of vocabulary and is explicitly taught across the curriculum. Limited expressive vocabulary has a negative

impact on pupil's written work. We continue to review and refine writing lessons; Talk for Writing offers a structured approach to writing lessons with a high focus on oracy.

Intended Outcome 3 Disadvantaged pupils with SEND will be supported to make accelerated progress.

High quality teaching continues to be delivered. Teaching Staff retention is high providing a consistent approach for pupils. Additional teaching interventions continue to be provided across school.

SEND pupils have made good progress in achieving their EHC and ILP targets.

Subject leaders across school report provision and outcomes for SEND learners is good. We continue to target ways to support learners to know and remember more and to be able find ways to support pupils to articulate their learning.

See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one intervention.

Intended Outcome 4 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

As has been evidenced nationally and acknowledged by new statutory requirement for attendance, this remains a challenge for all schools. Through our continued strategy for good attendance improvements are being made. However, this relies on a sustained commitment and dedicated resources. We have worked in collaboration with neighbouring schools to share best practice and highlight the importance of good attendance.

We continue to dedicate significant resources to monitor data regarding attendance, take swift action to challenge poor attendance and offer to support to remove barriers. As result of the strategies adopted attendance is improving.

Intended Outcome 5 Pupils pastoral needs will be met through targeted support.

Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Pastoral provision is systematically planned and impact reviewed. In the past three years 179 pupils have benefitted from pastoral support. Pastoral support has helped to maintain positive engagement for pupils with social and emotional needs and resulted in very low levels of suspensions and no permanent suspensions. Pupil attitude questionnaires show highly positive responses to school. They also lead to targeted support for individual pupils expressing emotional and wellbeing needs.

The work on this intended outcome continues and has been very successful.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc Phonics	Ruth Miskin
Wellcomm Primary and EYFS	GL Assessment

Complete Digital Solution	GL Assessment
Teaching for Mastery	North West Teaching Hub

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.