

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year. Second year of three year plan) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westfield Community School
Number of pupils in school	414 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sharon Baker Headteacher
Pupil premium lead	Sharon Baker Headteacher
Governor / Trustee lead	N.Turner/J.Nicholson Leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,776
Recovery premium funding allocation this academic year	£34,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£364,576

Part A: Pupil premium strategy plan

Statement of intent

Westfield 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.

H – HIGH EXPECTATIONS

- To recognise parents as first educators and develop initiatives to support their needs and ambitions.
- Parents and school to work in partnership to promote the importance of regular attendance and punctuality.
- To promote outstanding behaviour.

- To encourage parents, pupils and staff to have high expectations of themselves and others in the school community.

O – OWNERSHIP AND OPPORTUNITIES

- To provide opportunities for all members of the community to have their voice heard.
- To inspire all members of the school community to have high aspirations and through learning, to achieve their full potential.
- To promote high standards and opportunities for learning that recognise the different learning needs of pupils through the offer of a wide-ranging, relevant curriculum.
- To provide relevant pathways for parents and staff to further their own learning and expertise.

P – PROGRESS

- Provide a happy, caring learning environment where children and staff feel safe, secure, stimulated and valued, for them to reach their full potential.
- To ensure a robust system of monitoring pupil progress, involving pupils and staff, to give timely support.
- To share 'best practice' in teaching and learning.
- To offer academic and pastoral support so that every pupil can progress through their 'learning journey'

E – ENJOYMENT

- To provide an adventurous, fun and challenging learning experience.

Westfield School serves one of the most deprived communities in Wigan. The way the school operates and is organised is a direct response to this level of need.

Our aims are:

- To foster a shared commitment for all pupils to **achieve well and aspire** to do their best.
- From **very low starting points**, provide the acceleration required for pupils to **'catch-up'** and keep up with their peers.
- To provide support for pupils and **families** where and when appropriate.
- To develop the **'whole child'** with a focus on pupils' **well-being**.
- To create an ethos of **working hard, having fun and making progress**.

Pupil characteristics

One of the most deprived intakes in Wigan –

IDACI 0.35 Compared to Nat 0.21/LA 0.18

ACORN dataset: **Urban adversity-** Westfield 93.3% of our pupils come from lowest 2 acorn bands compared with 52.2% LA

As of October CENSUS 2023

FSM 58% compared to Nat 22% LA 26% (48% for 480 on roll)

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 . This is across all areas of learning but particularly evident in the reading and the ability to decode successfully. The impact of the pandemic continues to be felt across school and is exacerbated by the socio-economic challenges faced by our community.
2	Language deprivation: Many disadvantaged pupils have a very limited vocabulary and delayed speech and language skills . This impacts on their development.
3	Proportion SEND: The percentage of SEND pupils is higher than the national average. Within this group the disadvantaged number have risen to 69% in 22-23 compared to 39% nationally.
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	Multiple indicators of need: Some pupils and families require additional support due to multiple indicators of need including low income, food poverty, drugs, alcohol and substance misuse. This can affect pupils' wellbeing, overall development and capacity to learn.
6	Attendance: For some disadvantaged pupils' attendance and punctuality continues to impact their progress. We maintain a high emphasis on improving attendance and punctuality.
7	Complexity of Needs: An increased number of SEND pupils with more complex needs and multiple barriers to learning

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
Disadvantaged pupils attainment in all areas of learning will be increased, but there will be an additional focus on reading, writing and maths attainment and progress.	Throughout school the percentage of disadvantaged pupils working at the appropriate age expectations will increase. Early reading teaching and the consistent use of systematic synthetic phonics (RWInc) to ensure the numbers of pupils who achieve the phonic screening check and the re-check in Year 2 continues to rise. KS2 reading, writing and maths outcomes will improve for disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Disadvantaged pupils with SEND will be supported to make accelerated progress.	Assessments both formative and summative indicate SEND disadvantaged pupils (who do not have a cognitive delay) make accelerated progress holistically.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged pupils will be in line with their peers.
Disadvantaged pupils will be supported emotionally and socially in order to full access school and engage in their own learning	Pupils' pastoral needs will be met through targeted support. Pupils will be ready to learn and be able to access the full curriculum entitlement. Through the PASS survey attitudes to school will be monitored, reviewed and support in place where necessary.

Page Break

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: **£16,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Continue to fund ReadWrite Inc Phonics programme and the Big Cat Reading Scheme and train all new staff in this approach	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Continue to purchase and use GL Assessments (standardised diagnostic assessments) Training for staff to ensure assessments are interpreted and administered correctly.	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 Endowment Foundation EEF	1
Embedding dialogic activities across the school curriculum. For example: WellComm, Talk4	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Fund the maths coordinator including teacher release time to embed key elements of guidance in school and to access Maths Hub resources. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£268,926**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employ additional teachers, to support quality first teaching. Third teacher employed full or part time in identified year groups.</p>	<p>EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-quality-teaching The best available evidence indicates that quality first teaching is the most important aspect to improve pupil attainment. Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Small group Tuition +4 months</p>	<p>1</p>
<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>Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Small group Tuition +4 months</p>	<p>1,2</p>
<p>Provide one to one tuition for pupils in maths in Year 6</p>	<p>Majority of pupils in identified year 6 tuition group are disadvantaged One to one tuition EEF (educationendowmentfoundation.org.uk) +5 months</p>	<p>1</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This is coordinated by Reading Team</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 up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>PODs – Bespoke small group teaching groups</p>	<p>71% of this group of learners are also disadvantaged. 71% of this teaching group have an EHCP. Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Small group Tuition +4 months 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: **£78,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund a Pastoral Team and attendance consultant to monitor the attendance of disadvantaged pupils. Continue to fund a targeted breakfast club. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

Continue to fund an Inclusion Team	<p>To build a holistic picture to allow early intervention is vital as the majority of pupils start school significantly delayed. CPD and experience in middle management positions allows school to better understand SEND pupils and act rapidly if and when necessary, through immediate referrals etc</p> <p>Dedicated persons in middle management and senior management roles, build a relationship where the parents and provide support –especially hard to reach families. EEF toolkit– Parental engagement</p> <p>The inclusion team also lead on Community Involvement within school action plan, focus on developing parents own skills. This can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains.</p> <p>EEF September 2021 +4mnths</p>	3,5,7
Fund Therapeutic intervention	<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>	5
Fund Wigan Family Welfare counselling service	<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 to have a clinically diagnosed mental health condition with lockdown during the pandemic directly affecting this.</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>	5
Cultural capital experiences	<p>Continue to further fund experiences including trips and visitors.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF toolkit – Sports Activities + 1 month</p>	4

Total budgeted cost: £364,576

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Whilst standards are improving, the intended outcomes remain a focus.

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 are improving for all learners.

We consider 2022-23 the first baseline year to be able to measure the full impact of the pandemic (no requirements for isolation by staff or pupils).

Key Stage 1 outcomes represent one stable year since this cohort of pupils entered reception in 2020-21. Reception and Year 1 were severely disrupted for this group of pupils. Early indications are positive, particularly the percentage of pupils having a greater depth of understanding for reading, writing and mathematics.

End of Key Stage 1 Teacher Assessment 2023

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

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 continue to aid accelerated progress across the EYFS. There is a continued focus across school on high quality adult interaction. Vocabulary is explicitly taught across the curriculum.

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

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 interventions.

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.

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

We continue to closely monitor all data regarding attendance, swift action is taken to challenge poor attendance and offer to support to remove barriers.

The strategic plan to improve attendance for disadvantaged pupils continues with additional initiatives introduced from September 2023.

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.

Pupil attitude questionnaires show highly positive responses to school. They also lead to targeted support for individual pupils expressing emotional and wellbeing needs.

Externally provided programmes

Programme	Provider
Teaching for Mastery	North West Teaching Hub
WellComm	GL Assessment

Complete Digital Solution	GL Assessment
Read Write Inc Phonics	Ruth Miskin