

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	422(Rec – Y6)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Tim Sherriff Headteacher
Pupil premium lead	Tim Sherriff Headteacher
Governor / Trustee lead	N.Turner/J.Nicholson Leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307625
Recovery premium funding allocation this academic year	£34800
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	£342625

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**

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- Provide a happy, caring learning environment where children and staff feel safe, secure, stimulated and valued, in order 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 the most deprived community in Wigan. The way the school operates and is organised is a direct response to this level of need.

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

Pupil characteristics

Most deprived intake in Wigan –

IDACI 0.35 Compared to Nat 0.15/LA 0.18

ACORN dataset: **Urban adversity**- Westfield 84% compared to 28% LA

As of September 2021

FSM 57% compared to Nat 22% LA 26% (48% for 480 on roll)

Mobility - Pupil mobility is high both inward and outward.

- Current Year 6 cohort (2021) 26% have joined since Reception. 22% during KS2
- 9% in Y5/6 and 5% 4 pupils since September 2021
- During the academic year 2020-21 35 new starters/22 leavers

Challenges

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

Challenge number	Detail of challenge
1	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. This has been further exacerbated by the impact of the pandemic.
2	Disadvantaged pupils have a very limited vocabulary and poor speech and language skills . This impacts on their development across areas of learning.
3	The percentage of SEND pupils is higher than the national average. Within this group 66% are disadvantaged.
4	Pupils have limited experiences outside of their immediate home environment. This can limit pupils progress, particularly in writing.
5	Pupils home learning environments and parenting ability alongside other indicators ie drugs, alcohol and substance misuse can affect pupils overall development and capacity to learn.
6	For some disadvantaged pupils' attendance and punctuality continues to impact their progress. We maintain a high emphasis on improving attendance and punctuality.

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 and maths attainment and progress.	Throughout school the percentage of disadvantaged pupils working at the appropriate age expectations will increase. There will be a particular focus on reading and the use of systematic synthetic phonics (RWInc) and the numbers of pupils who achieve the phonic screening and the re-check in Year 2. KS 2 reading 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 are making accelerated progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged pupils will be in line with their peers.
Pupils pastoral needs will be met through targeted support.	Pupils will ready to learn and able to access the full curriculum entitlement through the PASS survey their attitudes to school

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: **£15,760**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund ReadWrite Inc Phonics programme and the Big Cat Reading Scheme	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, Talk4 Writing across school.	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 reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
We will 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: **£264,546**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide one to one tuition for pupils in maths in Year 6	One to one tuition EEF (educationendowmentfoundation.org.uk) +5 months	1
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in Key Stage 2 by the Early Reading Intervention Coordinator.	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	1,2
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.	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	4
PODs – Bespoke small group teaching groups	Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Small group Tuition +4 months	1,2,3
More able teaching group	Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Small group Tuition +4 months	1

Employ an additional staff (Inclusion Team/MFL teacher teacher/Y6)	Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Small group Tuition +4 months	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£100,381**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund a Pastoral Team and an external 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.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Continue to fund an external counsellor.	EEF toolkit – Social Emotional learning interventions +4 months	5
Continue to subsidise a Year 6 residential trip.	EEF toolkit – Sports Activities + 1 month	4

Total budgeted cost: £380,687(This includes Covid Recovery £32,625 and School Led Tutoring £24,215)