



## Pupil Premium Strategy 2020-2021

The staff and governors of Westfields Junior School are committed to our core responsibility of providing an outstanding inclusive education for all of our pupils, including those who are 'socially disadvantaged' and those from service backgrounds; this is of magnified importance due to the impact of partial school closures during the summer term 2020.

Our school aims of Unite-Inspire-Excel capture our commitment to meeting all pupils' academic, social, emotional, personal, health and cultural needs. We are equally committed to ensuring that all of our pupils make rates of progress at least in line of that expected of them, that we 'diminish the difference' for those groups of pupils where attainment may be lower than that of their peers, both within our school context and nationally. However, again, as a result of the pandemic many of pupils in receipt of Pupil Premium Funding have been significantly affected in terms of their attainment and well-being which need to be addressed as quickly as possible.

<b>Summary Information</b>			
<b>Total Pupil Premium allocation</b> £47,605	<b>Ever 5 Service family allocation</b> £620 (2)	<b>Ever 6 Free School Meals</b> £43, 040 based on 32 pupils Jan census (26)	<b>CLA/Post CLA (PP+)</b> £1, 600 (1) £2, 345 (1)
<b>Total number of pupils</b> 372		<b>Number of pupils eligible for Pupil Premium</b> 34	<b>Date of Pupil Premium Review</b> July 2021

### Main priorities for development 2020-21

- Assess DP on return to school following lockdown to establish the impact of home learning on current attainment
- Identify DP pupils who have attainment and/or progress concerns to give further support to 'diminish the difference'
- Identify any individual DP with limited access to online learning and resources
- Source and purchase individualised IT based programs which will complement targeted teaching to diminish the difference as rapidly as possible for DP
- Continue to raise attainment of all DP in core subjects and basic skills through focused support and intervention to diminish the difference
- Improve provision for more able DP through rigorous targeted monitoring and challenging opportunities and interventions
- Support DP beyond the curriculum through emotional support and extended curriculum opportunities
- Further improve attendance of DP through effective monitoring and support
- Support CLA and PLAC with individualised planning and support (PEP/EPAC) to meet their specific educational and emotional needs

<p><b>Strategic Overview – Leadership and Management Actions</b></p> <ul style="list-style-type: none"> <li>• Establish closure impact (baseline) on DP attainment</li> <li>• Track and challenge attainment and progress of DP</li> <li>• Track and implement specific pupil and family support of DP</li> <li>• Track and implement academically more able provision for DP</li> </ul>	<p><b>Raising Achievements – Specific Learning Support</b></p> <ul style="list-style-type: none"> <li>• Personalised intervention groups (including mental fluency, handwriting, spelling, grammar and composition)</li> <li>• Intervention resources (including Lexia, Nessy and Numberbots)</li> <li>• Effective feedback from staff</li> <li>• Individualised daily/weekly ‘Mop-up’/ Keep Up</li> <li>• IT resources (access to pcs, laptops and ipads)</li> </ul>
<p><b>Reducing Barriers to Learning</b></p> <ul style="list-style-type: none"> <li>• Monitor and address attendance of DP</li> <li>• ELSA support programmes for DP</li> <li>• Access social and personal skills support at break and lunchtime</li> <li>• Monitor the behaviour of DP</li> <li>• Parent workshops and resources</li> <li>• Pre-teaching and ‘keep-up’ support</li> </ul>	<p><b>Increasing Opportunities</b></p> <ul style="list-style-type: none"> <li>• Participation in all aspects of school life</li> <li>• Termly extra-curricular provision planned</li> <li>• Access to funding and outside agency support</li> <li>• Access EP for CLA advice on meeting the needs of PP (CLA/PLAC)</li> <li>• EP for CLA to validate the support in place for PP+</li> </ul>

Objective	Actions	Cost	Intended Impact
To address and support the progress and attainment impact post lockdown period	<ul style="list-style-type: none"> <li>➤ Identify DP pupils who have attainment and/or progress concerns</li> <li>➤ Give further learning support to ‘diminish the difference’</li> </ul>	No cost	The impact on educational progress and attainment of the lockdown period is minimised for DP pupils
To continue to improve staff understanding of how to support by DP educationally, socially and emotionally	<ul style="list-style-type: none"> <li>➤ CPD session provided to CTs and LSAs (DHT)</li> <li>➤ Blog of the Week DP update</li> <li>➤ LSA CPD Effective Feedback session (Inclusion Mgr)</li> </ul>	£540 £214	Staff demonstrate an improved understanding of DP at WJS and their potential needs
To improve academic outcomes for DP	<ul style="list-style-type: none"> <li>➤ 1:1 effective feedback sessions (LSAs/CTs)</li> <li>➤ Pre-teaching 1:1 and small group provision (LSAs/CTs)</li> <li>➤ Pupil progress meeting priority (DP)</li> <li>➤ Tracking of DP attainment (Inclusion Mgr/DHT)</li> <li>➤ Intervention group support is timetabled and achieved (CT/LSAs)</li> <li>➤ Intervention group support is monitored and evaluated (Inclusion Mgr/DHT/LSAs)</li> <li>➤ Provide each class with a dedicated iPad for DP access</li> </ul>	£7824 £6259 £214 £9388 £642 £3840	DP make progress in line with other pupils The difference in attainment between DP and other pupils is diminished DPs communicate improved understanding of their learning journeys and next steps Pupil progress meetings focus on attainment of DP Pre learning and effective feedback sessions are timetabled and have impact on pupil progress outcomes
To address specific misconceptions of DP in reading, writing and maths	<ul style="list-style-type: none"> <li>➤ 1:1 tuition (KB)</li> <li>➤ DP have IG support to support ARE and GD attainment with CTs/HLTAs/LSAs (CTs/Inclusion Mgr)</li> </ul>	£8720	Weekly 1:1 tuition provision for DP has positive impact on ‘diminishing the difference’ in DP’s understanding. Attitudes of DP to reading and writing are improved and noted by Eng Coordinator/Inclusion Mgr in Pupil Conferencing.
To improve basic phonic, reading and spelling skills	<ul style="list-style-type: none"> <li>➤ Provide Lexia/ Nessy licenses to DP</li> </ul>	£1173 Lexia £10 Nessy	Lexia programme is available for all DP

	<ul style="list-style-type: none"> <li>➤ DP pupils to participate in weekly intervention groups</li> <li>➤ Monitor participation and impact of IG (Inclusion Mgr/DHT)</li> <li>➤ Monitor and track impact of Lexia programme in relation to reading and spelling age (Inclusion Mgr)</li> </ul>	<p>£214</p> <p>£321</p>	<p>Lexia update training is provided for teaching staff including Inclusion Mgr's management and data analysis training</p> <p>Weekly interventions are completed and evaluated</p> <p>Monitoring indicates progress for DP</p>
To improve basic maths skills	<ul style="list-style-type: none"> <li>➤ Purchase of Numberbots</li> <li>➤ Provide IG for DP to support basic number skills (LSAs/CT/SENCO)</li> </ul>	<p>£127.50</p> <p>£782</p>	<p>Licences purchased and DP pupils have priority access to intervention</p> <p>Weekly maths interventions are completed and impact is monitored</p>
To improve provision for more able DP	<ul style="list-style-type: none"> <li>➤ Provide more able reading and writing group for DP (Librarian/LSAs/HLTAs)</li> <li>➤ Provide SALT for DP as required (SALT LSA)</li> </ul>	<p>£533</p>	<p>Reading and writing group is provided for more able DP weekly (JC/KB)</p> <p>SAL of DP is improved</p> <p>AHT monitors impact of more able opportunities for DP</p>
To manage PC refurbishment scheme in collaboration with the Lions	<ul style="list-style-type: none"> <li>➤ Write to all DP families offering scheme</li> <li>➤ Follow up requests</li> <li>➤ Liaise with Lions to make provision</li> <li>➤ Allocate funded laptops x3 to DP (FB, HC &amp; ND)</li> </ul>	<p>No cost</p>	<p>DP accept PCs and utilise these for home learning</p>
To provide Breakfast Club for DP to improve transition between home and school & promote achievement	<ul style="list-style-type: none"> <li>➤ Home from Home club</li> <li>➤ Emotional and learning support provide as required</li> </ul>	<p>£1075</p> <p>+ £150</p> <p>breakfast consumables</p>	<p>All DP are invited to attend HfH Club</p> <p>DP attend HfH Club</p> <p>Access to ICT facilities outside of school hours is available to DP to support learning</p>
To monitor ELSA provision to ensure DPs are supported as required	<ul style="list-style-type: none"> <li>➤ Assess DP pupils returning to school following lockdown to evaluate if transitional support is required particularly pupils who received ELSA support by phone during lockdown (Inclusion Mgr)</li> <li>➤ Monitor ELSA provision half termly (HT/Inclusion Mgr)</li> <li>➤ Evaluate priorities (HT/Inclusion Mgr)</li> <li>➤ Monitor timetabling (HT/Inclusion Mgr)</li> </ul>	<p>£43</p>	<p>Priorities are evaluated</p> <p>ELSA provision and structure is reviewed</p> <p>Timetables are monitored</p> <p>DP positively identify benefits of ELSA support</p>
To improve social skills, self esteem and motivation for learning of DP	<ul style="list-style-type: none"> <li>➤ Provide a weekly ELSA supported targeted group for DP pupils in summer term</li> <li>➤ Transition support group for DP in all year groups is developed (Inclusion Mgr/HLTA)</li> <li>➤ Supervised transition visits for DP arranged (ELSA)</li> </ul>	<p>£524</p> <p>£374</p> <p>£150 ingredients</p>	<p>Toffee Apples ELSA weekly sessions in Summer Term</p> <p>ELSA provide additional transition support for DP pupils on individual and small group basis</p> <p>ELSA attends addition individual Yr6 transition visits during Summer Term</p>
To provide counselling support for DP as required	<ul style="list-style-type: none"> <li>➤ ELSA to provide allocated slots specifically for DP as required</li> </ul>	<p>£200</p>	<p>Counselling support is given</p> <p>Strategies to support DP are implemented</p>
To promote extra-curricular engagement of DP	<ul style="list-style-type: none"> <li>➤ Provide £30 voucher for redemption against clubs/day visits to all DP families on a termly basis</li> </ul>	<p>£2040</p>	<p>All DP families take advantage of voucher scheme</p> <p>All DP participate in extra-curricular opportunities</p>
To promote engagement in residential of DP	<ul style="list-style-type: none"> <li>➤ Part funded (75%) residential opportunities are provided for DP in Year 4 (x9) &amp; 6 (x9)</li> </ul>	<p>£3807</p>	<p>All DP attend residential in Yr 4 &amp; 6</p>

To improve the lunchtime enjoyment and social interaction for DP	➤ SPARKS provision for DP (ELSA/LSA)	£2494	DP attend SPARKS club (YR3 only Aut Term)
To improve attendance of DP	➤ Half termly monitoring of DP attendance figures	No cost	DP attendance figures are monitored each half term Parents are informed of concerns Actions are followed through in relation to attendance concerns
To support parents of DP	➤ Provide parent workshops (Inclusion Mgr to communicate) ➤ Provide additional resources for parents to use at home (SMT)	No cost	Parents of DP are encouraged to attend workshops Parents of DPs attend workshops Parents of DP are provided with additional resources and information to support DP understanding and progress
To track pupil and family support of DP	➤ Monitor academic and pastoral support for DP families (Inclusion Mgr)	£321	Pupil Progress Meeting documentation explicitly monitors DP progress and attainment
To ensure that individualised planning for PP+ pupils is making an impact on progress and attainment and supports children emotionally	➤ IM to plan and manage PEP and EPAC ➤ IM to co-relate SEN needs and PEP/EPAC so that the planning of support is consistent and effective ➤ IM to ensure that adoptive parents/ carers/ SW are involved in planning for support needs and are kept informed of outcomes ➤ Virtual Schools validate WJS planning and provision for CLA	No cost	Individualised support for PP+ is consistent across all planning documents Provision is effective and outcomes match projections Adoptive parents/ carers/ SW are fully involved in their child's education and informed of the impact of support in place Provision is regularly reviewed, and is value for money.
<b>TOTAL ANTICIPATED SPEND</b>		£51,979.50	
<b>TOTAL PP FUNDING</b>		£47,605.00	
<b>ADDITIONAL DELEGATED BUDGET FUNDING</b>		£4,374.50	

### Summary of intended impact

- Attendance of DP pupils is in-line with other pupils
- The gap in attainment between some DP and other pupils is closing
- The majority of DP meet targeted outcomes at the end of the academic year
- Attainment outcomes for some DP are broadly in line with other pupils
- More able DP participate in extension opportunities
- Quality work is evident in DP books
- DP take part in extra-curricular activities available