



Westfields Junior School

Pupil Premium Statement 2017-18

At Westfields Junior School we are committed to our core responsibility of providing an outstanding educational experience for all pupils. Raising the attainment of disadvantaged pupils is part of our commitment to help all individual pupils achieve their full potential.

Summary Information			
Total Pupil Premium allocation £50,020	Ever 5 Service family allocation £600	Ever 6 Free School Meals £47,520	Post LAC £1,900
Total number of pupils 384		Number of pupils eligible for Pupil Premium 39	Date of Pupil Premium Review July 2018

Main priorities for development 2017-18

- Raise attainment of DP in core subjects and basic skills through focused support and intervention
- Improve provision for more able DP
- Support DP beyond the curriculum through emotional support and extended curriculum opportunities

Strategic Overview – Leadership and Management Actions <ul style="list-style-type: none"> • Inclusion Manager/SENCO to monitor and track DP • Track attainment and progress of DP • Track pupil and family support of DP • Track academically more able provision for DP 	Raising Achievements – Specific Learning Support <ul style="list-style-type: none"> • Personalised intervention groups • Lexia – phonics, reading and spelling intervention • Handwriting groups • Social skills groups • Effective feedback
Reducing Barriers to Learning <ul style="list-style-type: none"> • ELSA support for DP • Monitor and address attendance of DP • Parent workshops 	Increasing Opportunities <ul style="list-style-type: none"> • Participation in school life • Termly extra-curricular provision • Access to funding

- Pre-learning support

Objective	Actions	Success Criteria	Cost	Projected Impact
To improve academic outcomes for DP	<p>1:1 effective feedback sessions with LSA</p> <p>Pre learning 1:1 provision</p> <p>Pupil progress meeting priority (DP)</p> <p>Tracking of DP attainment</p>	<p>DP make progress in line with other pupils</p> <p>Pupil progress meetings focus on attainment of DP</p> <p>Pre learning and effective feedback sessions are timetabled and have impact on pupil progress outcomes</p> <p>DP attainment is tracked by Assessment Coordinator</p> <p>DP attainment is monitored by Inclusion Manager</p>	£23,764	<p>DP are targeted to achieve academic outcomes in line with their peers (diminishing the difference)</p> <p>DP actively participate in whole class teaching and learning (evident on learning walks, lesson observations/reflections and book scrutinies)</p>
To address specific misconceptions in reading, writing and maths	<p>1:1 tuition (by intervention – teacher/HLTA)</p>	<p>Weekly 1:1 tuition provision for DP has positive impact on ‘closing the gap’ in DP’s understanding.</p> <p>Weekly reading group for more able DP</p>	£14,574	<p>Specific gaps are identified and addressed on an individual basis with teacher/HLTA</p> <p>Progress is evident in classwork</p> <p>DP approach formal assessments with confidence due to familiarity</p>
To improve basic phonic, reading and spelling skills	<p>Purchase Lexia programme and licence</p> <p>Purchase headphones for using the programme independently</p> <p>Assess DP pupils</p> <p>DP pupils to participate in weekly intervention</p> <p>Monitor and track impact of Lexia programme</p>	<p>Lexia programme and licence are purchased</p> <p>Headphones purchased</p> <p>Lexia training is provided for teaching staff including SENCO’s management and data analysis training</p> <p>Weekly interventions are completed</p> <p>Monitoring indicates progress for individuals</p>	<p>£3,482.25</p> <p>£142.88</p>	<p>DP pupils phonic, reading and spelling skills are improved as indicated by spelling and reading ages</p> <p>Targeted LSA intervention is evident in class support</p>

To improve transition between home and school to promote achievement	Home from home club Emotional support provide as required	DP attend Home from Home club Access to ICT facilities outside of school hours to assist learning progress and completion of home learning	£1,634 + £108 breakfast provision	Transition of DP into classrooms is smooth DP feel able to approach school day with a positive mindset due to emotional support as required Home learning is completed and DPs have access to ICT facilities
To provide counselling support for DP as required	ELSA to attend counselling CPD	Counselling CPD is attended Strategies to support DP are implemented	£210	DP voice provided positive feedback in relation to individual concerns or issues
To promote extra-curricular engagement	£25 voucher for redemption against clubs/day visits is issued to all DP families on a termly basis	DP families take advantage of voucher scheme DP participate in extra-curricular opportunities	£2,925	DP engage in extended curriculum opportunities DP attendance in school improves
To improve provision for more able DP	Provide more able reading and writing group for DP Enrol DP on Reading School writing course if available	Reading and writing group is provided weekly during Spring and Summer term Attitudes of DP to reading and writing are improved DP attend Reading School writing course	£350	DP achieve at greater depth for end of year expectations DP positively engage in additional reading and writing support groups
To improve the lunchtime enjoyment and social interaction for DP	SPARKS provision for DP	DP attend SPARKS club	£2,258	Number of friendship/behaviour incidents involving DP is reduced DP enjoy ELSA led lunchtime activities and are able to successfully transition into afternoon learning
To improve the social skills, self esteem and motivation for learning	Provide a weekly ELSA supported targeted group for DP pupils Transition support group	Toffee Apples weekly sessions – ELSA led Staff provide additional transition support for DP pupils on individual and small group basis	£452 + £120 ingredients	DP feel able to interact more successfully with their peers in a small group to develop social skills in a wider context
TOTAL BUDGET SPEND			£50,020	

Summary of impact

- The gap in attainment between DP and other pupils is closing
- Attainment outcomes for DP are broadly in line with other pupils
- Fewer behaviour incidents are recorded for DP
- More quality work is evident in DP books
- The majority of DP meet age related expectations at the end of this academic year
- DP take part in extra curricular activities available
- More able DP participate in extension opportunities