



## Westfields Junior School

### Pupil Premium Statement 2018-19 (Review Summer 2019)

At Westfields Junior School we are committed to our core responsibility of providing an outstanding educational experience for all pupils. Raising the attainment, engagement and enjoyment of disadvantaged pupils is part of our commitment to help all individual pupils achieve their full potential: Unite-Inspire-Excel.

| <b>Summary Information</b>                        |   |  |  |
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| <b>Total Pupil Premium allocation</b><br>£53, 700 | <b>Ever 5 Service family allocation</b><br>£600 | <b>Ever 6 Free School Meals</b><br>£46, 200              | <b>Post LAC</b><br>£6,900                        |
| <b>Total number of pupils</b><br>395              |   | <b>Number of pupils eligible for Pupil Premium</b><br>40 | <b>Date of Pupil Premium Review</b><br>July 2019 |

#### Main priorities for development 2018-19

- Continue to raise attainment of 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
- Support DP beyond the curriculum through emotional support and extended curriculum opportunities

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| <b>Strategic Overview – Leadership and Management Actions</b> <ul style="list-style-type: none"> <li>• Inclusion Manager/SENCO to monitor and track DP</li> <li>• Track attainment and progress of DP</li> <li>• Track pupil and family support of DP</li> <li>• Track academically more able provision for DP</li> </ul> | <b>Raising Achievements – Specific Learning Support</b> <ul style="list-style-type: none"> <li>• Personalised intervention groups (including mental fluency, handwriting and spelling)</li> <li>• Intervention resources (including Lexia and Nessy Numbers)</li> <li>• Effective feedback</li> <li>• IT resources (laptops and ipads)</li> </ul> |
| <b>Reducing Barriers to Learning</b> <ul style="list-style-type: none"> <li>• ELSA support for DP</li> <li>• Access social and personal skills support</li> <li>• Monitor and address attendance of DP</li> <li>• Parent workshops and resources</li> <li>• Pre-teaching and 'keep-up' support</li> </ul>                 | <b>Increasing Opportunities</b> <ul style="list-style-type: none"> <li>• Participation in school life</li> <li>• Termly extra-curricular provision</li> <li>• Access to funding</li> </ul>  |

| Objective  | Actions   | Success Criteria  | Cost                      | Impact   |
|--|---|---|---------------------------|--|
| To improve academic outcomes for DP                              | <p>1:1 effective feedback sessions with LSA</p> <p>Pre teaching 1:1 and small group provision</p> <p>Pupil progress meeting priority (DP)</p> <p>Tracking of DP attainment</p> <p>Intervention group support is timetabled and achieved</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> | £23,148                   | <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</p>  | <p>Weekly 1:1 tuition provision for DP has positive impact on 'diminishing the difference' in DP's understanding.</p> <p>Attitudes of DP to reading and writing are improved</p>  | £16,450                   | <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>Review Lexia licences</p> <p>Purchase headphones for using the programme independently</p> <p>Assess and monitor DP pupils</p> <p>DP pupils to participate in weekly intervention which is monitored by Inclusion Manager</p> <p>Monitor and track impact of Lexia programme in relation to reading and spelling age</p> | <p>Lexia programme is fully utilised</p> <p>Headphones purchased</p> <p>Lexia update 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>£190</p> <p>£1,560</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 basic maths skills                                    | <p>Purchase of Nessy Numbers</p>  | <p>Licence purchased</p>  | £120                      | <p>Targeted LSA intervention is evident in class support</p>   |

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|   |  | Weekly interventions are completed and impact is monitored by LSAs/CT/Inclusion Manager   | £1,560                                       | Pupils receiving intervention show impact on attainment  |
| To improve provision for more able DP                                 | Provide more able reading and writing group for DP   | Reading and writing group is provided for more able DP weekly during Spring and Summer term (KB/SP)<br><br>AHT monitors impact of more able opportunities for DP  | £584<br><br>£630                             | DP achieve at greater depth for end of year expectations<br><br>DP positively engage in additional reading and writing support groups  |
| To improve transition between home and school to promote achievement  | Home from Home club<br><br>Emotional support provide as required   | All DP are invited to attend HfH Club<br><br>DP attend HfH Club<br><br>Access to ICT facilities outside of school hours to assist learning progress is provided through computing resource allocation and completion of home learning | £1,871<br>+ £108<br>breakfast<br>consumables | Transition of DP into classrooms is smooth<br><br>DP feel able to approach school day with a positive mindset due to emotional support as required<br><br>Home learning is completed and DPs have access to ICT facilities |
| To review ELSA provision  | Review ELSA provision and structure<br>Evaluate priorities<br>Monitor timetabling<br>Introduce new monitoring document | ELSA provision and structure is reviewed<br><br>Priorities are evaluated<br><br>Timetables are monitored<br><br>New monitoring document is in place   | No cost                                      | ELSA Timetable is efficient<br><br>DP receive ELSA support that has an impact on well-being  |
| To improve the social skills, self esteem and motivation for learning | Provide a weekly ELSA supported targeted group for DP pupils<br><br>Transition support group for all year groups       | Toffee Apples weekly sessions – ELSA led<br><br>Staff provide additional transition support for DP pupils on individual and small group basis   | £480 +<br>£120<br>ingredients                | DP feel able to interact more successfully with their peers in a small group to develop social skills in a wider context   |
| To provide counselling support for DP as required                     | ELSA to provide allocated slots specifically for DP as required  | Counselling support is given<br><br>Strategies to support DP are implemented<br><br>Youth mental health training is attended and disseminated to staff  | £480<br><br>£300 +<br>£165                   | 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<br><br>DP participate in extra-curricular opportunities  | £3,000                                       | DP engage in extended curriculum opportunities<br><br>DP attendance in school improves   |

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| To improve the lunchtime enjoyment and social interaction for DP | SPARKS provision for DP   | DP attend SPARKS club   | £2,340   | Number of friendship/behaviour incidents involving DP is reduced<br><br>DP enjoy ELSA led lunchtime activities and are able to successfully transition into afternoon learning |
| To improve attendance of DP                                      | Monthly monitoring of DP attendance figures   | DP attendance figures are monitored each month by HT<br><br>Parents are informed of concerns<br><br>Actions are followed through in relation to attendance concerns   | No cost  | DP attendance improves<br><br>DP parents are regularly informed about attendance and implications of poor attendance   |
| To support parents of DP   | Provide parent workshops<br><br>Provide additional resources for parents to use at home   | Parents of DP are encouraged to attend workshops (Inclusion Manager to communicate)<br><br>Parents of DPs attend workshops<br><br>Parents of DP are provided with additional resources and information to support DP understanding and progress | No cost  | Parents feel supported and able to reinforce learning at home  |
| To track pupil and family support of DP                          | Monitor academic and pastoral support for DP families<br><br>Create sample case studies in each year group of DP provision and impact | Pupil Progress Meeting documentation explicitly monitors DP progress and attainment<br><br>Case study format is created by inclusion manager<br><br>Case study samples are completed  | £594     | Intervention impacts are identified and evaluated to inform future priorities to promote financial efficiency  |
| <b>TOTAL BUDGET SPEND</b>  |   |   | £53, 700 |  |

### Summary of intended impact

- The gap in attainment between DP and other pupils is closing
- Attainment outcomes for some 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 are closer to meeting 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