

PUPIL PREMIUM FUND SPENDING ACADEMIC YEAR 2017/18

Pupil Premium is a grant given to schools to be spent on ensuring that pupils that are or have previously been in receipt of free school meals (FSM), those that are or have been in local authority care and children of those working in the services make good progress in their learning.

Progress of all pupils is carefully tracked and regular, half termly pupil progress meetings inform our decision making about mapping provision to need accordingly. At Westfield one of the main barriers we find to educational achievement is social and emotional well-being which results in negatively impacting on children's focus to concentrate and learn. Therefore some of the funding is prioritised on helping children to manage their feelings and behaviour in order for them to be emotionally and mentally in a place to learn. In addition, money is also spent on the core areas of English and Maths through delivering targeted interventions to accelerate children's progress. Funding is also used to ensure that the children benefit from the rich extra-curricular opportunities on offer to our children. In 2017/18 the school received £47,340 in Pupil Premium funding. Half-termly Pupil Progress meetings monitor and track all children's progress and measure the impact of additional provision. Pupil Premium Strategy reviewed July 2018.

BUDGET ALLOCATION	What it will be spent on	What will happen	IMPACT End of academic year 2017/18
£7,000	Pastoral support worker (PSW) to support children with emotional well-being and behaviour and in order to access their learning and accelerate progress.	<p>PSW to 'meet and greet' identified children giving them the opportunity to talk about anything that could negatively impact on their learning and discuss strategies that could support them during the day.</p> <p>PSW to support identified children develop social skills through 1:1 or small group intervention, including lego club.</p> <p>PSW to deliver Protective behaviours programme to support identified children.</p> <p>PSW to build positive relationships with parents of identified children, touching base with them in the morning at drop off, arranging time to meet for early family support intervention.</p>	<p>Children are more able to recognise and manage their feelings, resulting in reduced behaviour incidents which indicate children are more emotionally secure and in a better place to learn.</p> <p>100% of children are in class and accessing learning from the start of the day.</p> <p>All children are able to learn in a positive, safe learning environment where class teacher and teaching assistant focus on delivering quality teaching and learning.</p>
Approx £1,300	Lunchtime social skills play support	PSW to support identified children through positive play at lunchtimes and work alongside MSAs	<p>Children are able to reflect when they have made wrong behaviour choices, learn how to repair and restore relationships.</p> <p>Children are learning how to play and socially interact positively with their peers resulting in them making good behaviour choices and having a successful playtime.</p>

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Staffing £1,990 Setting up Resources- Approx £200 Food approx £500	Pilot a Breakfast Club for a group of identified children run by Pastoral Support Worker (PSW)	PSW to run a breakfast club Tues-Fri morning from 8-8.45am	Children have learnt the importance of starting the day on a healthy breakfast Children start the day happy, calm , emotionally secure and ready to learn.
£1,067	Buy license for 30 children to access Lexia reading Core 5 intervention	Through Pupil Progress children identified. Allocated protected time for children to access intervention on computers Children to be given the opportunity to access at home.	Majority of targeted children to made good or better progress in reading.
£888	Buy Licence for Mathletics for Key stage 2	Children's barriers to learning in maths will be identified through half-termly Pupil Progress meetings and targeted using Mathletics programme. In addition all pupils in Key stage 2 will be encouraged to access Mathletics at home to support their learning.	Children have had the opportunity to access Mathletics at home to reinforce and consolidate their learning, which has led to an increase in mathematical fluency and achieving their next Maths Wizard.
£350 TA delivery cost in intervention section	Numicon Maths Intervention	Children's barriers to learning in Upper Key stage are identified and targeted through a new Numicon Intervention programme	Children's barriers to learning have been addressed which has had a positive impact on their progress.
£1,000	Purchasing waterproof clothing in order for all children to access Forest school sessions in all weathers	Participate fully in Forest School sessions	Children are becoming more resilient and learning to challenge themselves and take greater risks both in these sessions and back in the classroom demonstrating a growth mindset. Children are positively interacting with their peers developing co-operative social skills
Approx. £10,000	Group intervention delivered by skilled Teaching Assistants	Children's barriers to learning in reading, writing and maths will be identified through half-termly Pupil Progress meetings and targeted through interventions. In addition, some non- pupil premium children will benefit from these interventions.	Interventions demonstrate a positive impact on children's progress.

BUDGET ALLOCATION	What it will be spent on	What will happen	IMPACT End of academic year 2017/18
Approx. £3,000	Weekly 40 min one- to -one session with our Learning Mentor for identified children who present with safeguarding concerns, emotional or low self-esteem needs.	<p>Individuals will benefit from recognising feelings and develop strategies to manage these. To teach children to develop positive learning behaviours/protective behaviours.</p> <p>Learning mentor to work closely with parents and staff to share identified personal strategies to support individual children</p>	<p>Children are more able to recognise and manage their feelings resulting in reduced anxiety, reduction in behaviour incidents/ visits to the Calm room.</p> <p>Children are more emotionally secure supporting them to focus on their learning in class which results in them making good progress. Strengths and difficulties scores and happiness ratings have improved.</p>
Approx. £1,000	Values lunchtime club	<p>Learning Mentor to run a lunchtime board game / social skills session 2x weekly</p> <p>Children trained as Values ambassadors to help run the club.</p>	<p>Children's social skills have developed.</p> <p>Friendship circles have widened leading to happier playtimes.</p> <p>Increased self-esteem through feeling valued and taking on responsibility.</p>
<p>Approx. Trips/ residential- £5,500</p> <p>Cost of Rock steady - 4 x chn £1,200)</p> <p>Music lessons Approx £800</p> <p>Sports clubs £40 a term x 3 = £120 a child x approx 25 children accessing =£3,000</p> <p>Swimming - Approx. £200</p> <p>School uniform / school dinners £1,500</p>	Support for learners to raise self-esteem and experience enrichment activities- through provision of school uniform items, and financial support for music tuition, trips, residential trips and clubs.	Children will be able to access swimming, music tuition, trips, residential trips and clubs. Where necessary families supported with uniform costs.	<p>More children have benefitted from access to sporting and music activities.</p> <p>Children learn new sporting skills and successfully interact socially with others</p> <p>Children learn to play an instrument</p> <p>All PPG children participated in residential trips building self-esteem and independence.</p> <p>Children's confidence and self-esteem raised.</p>

BUDGET ALLOCATION	What it will be spent on	What will happen	IMPACT End of academic year 2017/18
Approx. £1,000 set aside if needed	Play therapy counselling for identified children who have experienced severe emotional trauma through home life events.	Children to receive weekly 1:1 45 min. sessions with trained Counsellor	<p>Children are able to express their feelings and use strategies to manage them.</p> <p>There has been a reduction in behaviour incidents/ visits to the Calm room which indicate children are more emotionally secure.</p> <p>Children are more emotionally secure and are able to focus on their learning.</p>
£850	Introduction of our school dog Milo	<p>Milo meets and greets children who experience difficulty with separating from parents</p> <p>Children across KS 2 to walk the dog at lunchtime with a member of staff</p> <p>Milo to support children as a therapy dog , when children are upset and need time to self-regulate and express their feelings</p> <p>Train Milo to listen to children read</p>	<p>Children have learnt to take responsibility for caring for animals</p> <p>Children are able to express their feelings which has helped them to self-regulate</p> <p>Children's confidence has increased by reading out loud without being judged.</p>
Approx. £2,000 £3,000	<p>Additional CPD training in house / off site</p> <p>Additional resources to support accelerating progress as and when identified e.g ICT resources / Numicon / EYFS outdoor learning</p>	Identified CPD for Staff to develop the skills to support identified children. Staff carry out baseline assessments, identify barriers to learning and use the ' assess, plan, do, review' cycle when delivering target intervention.	At the end of KS 1 and 2 - Outcomes for PPG children (without SEN) in reading and writing were in line or better than non-disadvantaged at Westfield