

PUPIL PREMIUM FUND SPENDING ACADEMIC YEAR 2018/19

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 to support fostering children's strengths and interests, raising self-esteem and providing them with new opportunities and experiences. In 2018/19 the school will receive £35,704 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 review July 2019.

BUDGET ALLOCATION	What it will be spent on	What will happen	DESIRED IMPACT End of academic year 2018/19
£6,000	Children's and Family in house Pastoral support worker to early identify and support children with emotional well-being and behaviour in order to access their learning and accelerate progress.	<p>Pastoral support worker 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>Pastoral support worker to support identified children develop social skills through 1:1 or small group intervention, including lego club.</p> <p>Pastoral support worker to deliver Protective behaviours programme to support identified children.</p> <p>Pastoral support worker 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 and working alongside family with outside professionals when required.</p> <p>Pastoral support worker to deliver ' Drawing and talking ' 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> <p>Children to be able to express their views and feelings.</p>

BUDGET ALLOCATION	What it will be spent on	What will happen	DESIRED IMPACT End of academic year 2018/19
Approx £1,300	Lunchtime social skills play support and lunchtime reflection	<p>Pastoral support worker to support identified children through positive play at lunchtimes and work alongside MSAs</p> <p>SLT / Pastoral support worker to facilitate Lunchtime reflection sessions delivering protective / educational consequences</p>	<p>Children learn how to reflect on behaviour choices, repair and positively learn from so that children learn strategies to manage their feelings resulting in a reduction in behaviour incidents</p> <p>Children learn how to play and socially interact positively with their peers resulting in them making good behaviour choices and having a successful playtime.</p>
<p>Staffing £1,990</p> <p>Food approx £500</p>	To run a Breakfast Club (for the second year) for a group of identified children / families	Pastoral support worker to run a breakfast club Mon-Fri morning from 8-8.45am	<p>Children learn the importance of starting the day on a healthy breakfast</p> <p>Children learn how to socialise at mealtimes</p> <p>Children start the day happy, calm, emotionally secure and ready to learn.</p> <p>Children learn to develop emotional self-regulation</p>
£1,067	Purchase license for 30 children to access Lexia reading Core 5 intervention	<p>Through Pupil Progress children identified. Allocated protected time for children to access intervention on computers</p> <p>Children to be given the opportunity to access at home.</p>	Children to make made good or better progress in reading.
Approx £7,000	1:1 , or small group interventions delivered by 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.	Children's barriers to learning are addressed impacting positively on their progress.

BUDGET ALLOCATION	What it will be spent on	What will happen	DESIRED IMPACT End of academic year 2018/19
Approx. £2,500	Weekly 40 min one- to -one session with our Learning Mentor for identified children who present with safeguarding concerns, emotional well-being, anxiety or low self-esteem needs.	Individuals will benefit from recognising feelings and develop strategies to manage these. To teach children to develop positive learning behaviours/protective behaviours. Learning mentor to work closely with parents and staff to share identified personal strategies to support individual children	Children are more able to recognise and manage their feelings resulting in reduced anxiety, reduction in behaviour incidents Children are more emotionally secure supporting them to focus on their learning in class which results in them making good progress. Strengths and difficulties and happiness scores have improved.
Approx. £1,000	Values lunchtime club	Learning Mentor to run a lunchtime board game / social skills session 2x weekly Children trained as Values ambassadors to help run the club.	Children's social skills have developed. Friendship circles have widened leading to happier playtimes. Increased self-esteem through feeling valued and taking on responsibility.
Approx. costings outlined below Trips/ Residential- £2,850 Music lessons Approx £645 Clubs £6,430 Swimming - Approx. £200	Support for learners to raise self-esteem , foster strengths and interests and provide further opportunities to experience enrichment activities- through provision 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.	More children have benefitted from access to sporting and music activities to develop their strengths and widen their interests. Children learn new sporting skills and successfully interact socially with others Children learn to play an instrument All PPG children participated in residential trips building self-esteem and independence. Children's confidence and self-esteem raised.

BUDGET ALLOCATION	What it will be spent on	What will happen	DESIRED IMPACT End of academic year 2018/19
Approx. £2,000 set aside for when required	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 resulting in them being able to focus on their learning.</p>
£500	Ongoing costs of having a 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 run Daily Mile with classes</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>Milo to listen to children read</p>	<p>Children learn to take responsibility for caring for animals</p> <p>Children are able to express their feelings and help to self-regulate</p> <p>Children are motivated to engage in regular daily exercise resulting in a healthy body and mind.</p> <p>Children to read with increased confidence supporting them make good progress.</p>
Approx. £1,000	<p>Additional CPD training in house / off site</p> <p>Additional resources</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.	Outcomes for PPG children are inline or better than non-disadvantaged with their peers and nationally

