

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
<b>Westfield Primary School and Nursery</b>	
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	Approx 15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Oct'21
Date on which it will be reviewed	Sept'22
Statement authorised by	Suzanne Stace Headteacher
Pupil premium lead	Suzanne Stace Headteacher
Governor	Holly Green

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,955

# Part A: Pupil premium strategy plan

## Statement of intent

At Westfield Primary School and Nursery we have high expectations for all of our children both socially, emotionally, and academically. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. Pupil Premium funding will be allocated following an ongoing needs analysis which will identify priority classes, groups or individuals which may be supplemented by additional funding. At Westfield we have a holistic approach to supporting the needs of our children, where our vulnerable group is fluid and ever changing. This has been particularly evident since the Covid Pandemic where we have seen an increase in the number of children requiring social and emotional support in addition to their academic learning. We pride ourselves in knowing our children and prioritising what we feel is best to support the child at any current time

Progress of all pupils is carefully tracked and regular, half termly pupil progress meetings inform our decision making about mapping provision and additional support according to the child's needs

At Westfield Primary School and Nursery 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 first quality teaching, pre-teaching, same day catch-up as well as targeted interventions to accelerate children's progress. In addition to this, we also focus on providing additional learning resources for children to access at home through online learning platforms.

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.

Half-termly Pupil Progress meetings monitor and track all children's progress and measure the impact of additional provision.

**Through the additional support outlined below our overall aim is for –  
Outcomes for our vulnerable and disadvantaged children in Reading, Writing and Maths to be inline or better than their peers and nationally.**

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Home life pressures on parents which negatively impacts on their parenting capacity/ skills which in turn results in having a negative impact on their children's emotional wellbeing and resilience.
2	Limited rich language home environments to develop children's vocabulary , reading and writing skills
3	Limited learning resources at home to support children with their learning
4	Financial pressures in homes resulting on parents not able to provide children with additional rich learning experiences and opportunities to attend extra-curricular clubs like their peers.
5	

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Early help and parenting support is offered to parents to support theirs and their child's emotional wellbeing	<p>Parents receive advice and support which helps them to cope with additional home life pressures.</p> <p>Parents are equipped with strategies to support their mental health and well-being</p> <p>Parents are provided with a range of positive parenting techniques to support their child's emotional wellbeing and behaviour.</p> <p>Families are supported so that their children arrive at school in a positive place to learn.</p>
Children are able to express their feelings and use strategies to manage them.	Children learn about the four main parts of the brain, gaining a deeper understanding on how their thoughts and feelings are connected

<p>Children are more emotionally secure resulting in them being able to focus on their learning as well as their peers.</p> <p>There has been a reduction in behaviour incidents, which indicate children are more emotionally secure.</p>	<p>Children learn a variety of mindfulness techniques to support them to respond in making positive choices when they are feeling anxious, upset or angry which help them self-regulate</p> <p>Children gain increased resilience to cope in difficult situations</p>
<p>Children receive additional support to address barriers to learning supporting them to catch up and keep up</p>	<p>First quality teaching, pre-teach, same day catch up and targeted interventions including online tutoring positively impact on children making progress</p>
<p>A whole school consistent approach to the teaching of writing investing in high quality CPD for all staff</p>	<p>Staff further upskilled to embed Talk for writing curriculum</p> <p>Raised standards in English, particularly developing children's oracy skills, love of reading, increased vocabulary which results in accelerated progress in writing</p> <p>Children to make good or better progress in reading and writing from their starting points</p> <p>Children have access to high quality rich reading resources</p> <p>Increase engagement of parents in valuing the importance of enjoying reading for pleasure and supporting their children with reading at home</p>
<p>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.</p>	<p>More children have benefitted from access to sporting and music activities to develop their strengths and widen their interests.</p> <p>Children learn new sporting skills and successfully interact socially with others</p> <p>Children have the opportunity to sing in school choir or to learn to play an instrument</p> <p>All PPG children participated in residential trips building self-esteem and independence.</p> <p>Children benefit from taking part in wider cultural experiences</p> <p>Children's confidence and self-esteem raised.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional be-spoke staff training with the Talk for Writing (T4W) consultant to further upskill staff in delivering our talk for writing curriculum across the school</p> <p>Purchase recommended teaching resources, rich reading texts to support delivery of T4W and supplement texts in reading areas</p>	<p>Case studies of previous whole school approaches in Maths, showed us that this approach (consistency of CPD for staff and teaching strategies) supports the journey of children throughout the school and the outcomes attainment improved. A decline in writing for all children including disadvantaged prompted us to take a similar approach with writing.</p>	2/3
<p>SENCO hours increased to work closely with outside agencies and staff to further support addressing barriers to children's learning</p>	<p>Time needed to effectively support the disadvantaged, a proportion of whom have SEN needs also.</p>	2/3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>First quality teaching support in class, pre-teaching, same day catch up as well as 1:1 , or small group interventions delivered by Teaching Assistants</p>	<p>The EEF states that first quality teaching is the most effective way to ensure the best chance of progression. More adults skilled to provide and support this is essential.</p>	2/3

<p>Purchase licenses for online home learning to include- Mathletics and X table rock-stars</p> <p>Spelling Frame</p> <p>30 children to access Lexia reading Core 5 intervention</p> <p>Online Seesaw home learning platform to access all home learning resources</p>	<p>Our own case studies show that engaging and easy to access online learning activities improved the outcomes of disadvantaged children. We support this further by providing and supporting with the technology to access this.</p> <p>The impact, in particular, the level of engagement in learning has been seen in our Lower attainers but also in the higher attainers who otherwise may not have had the access to home learning previously.</p>	2/3
<p>Online Tutoring through National Tutoring programme</p>	<p>The DfE guidance has encouraged schools to offer online tutoring. This was trialled in one year group with positive impact and feedback from parents, teachers and the children.</p>	2/3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parents signposted to parenting courses provided by Dacorum family services and DSPL8</p> <p>School to refer parents for additional parenting support and advice as required, including 1:1 sessions to support parents with any personal challenges they face as well as individualised positive parenting strategies</p> <p>Specific parenting coaching to support parents develop greater understanding of their child's specific individual needs</p>	<p>Our own experience shows that early intervention and early help for some disadvantaged children has improved social and emotional outcome as well as educational ones.</p>	1
<p>Head teacher to deliver the Paws b Mindfulness curriculum to Year 6 and Year 4</p>	<p>Paws B is a recognised programme that supports the emotional wellbeing and mental health of the children and we have seen the positive impacts of this over its delivery over a number of academic years</p>	1

	<a href="https://mindfulnessinschools.org/the-evidence-base/">https://mindfulnessinschools.org/the-evidence-base/</a>	
Play therapy counselling for identified children who require additional mental health support	Outside agencies have recommended this for particular cases as a way to deeper support the emotional wellbeing of the children.	1
Children interact with the School dog each day meet and greet in morning, daily walk and mile run - positive calm start to the day, engaging children in regular daily exercise resulting in a healthy body and mind.	Research shows that therapy dogs have a positive impact on the emotional wellbeing of children. We have seen that when the children interact with the dog each morning, they are coming into school happier and in a place to learn whereas previously this would likely not have been the case <a href="https://www.schooltherapydog.com/">https://www.schooltherapydog.com/</a>	1
Children will be able to access swimming, music tuition, trips, residential trips and offered places to attend extra-curricular clubs.	Cultural capital is important and we have seen through our experiences that providing these opportunities to children who otherwise wouldn't have the means has a positive impact on them and their learning.	4
Plan additional rich cultural experience workshop  Weekly Ukele lesson delivered by Herts Music service for Year 5 children each year	As above	4

**Total budgeted cost: £46,955**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Please see Pupil Premium Strategy plan 2020-21 and review on website

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Talk For Writing CPD	Pie Corbett / Jamie Thomas

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service Pupil last year
What was the impact of that spending on service pupil premium eligible pupils?	