

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Westfield Primary School and Nursery	
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	Approx 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept'22
Date on which it will be reviewed	Sept'23
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	£48,475
Recovery premium funding allocation this academic year	£ still tbc at time of writing report
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 48,475

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 children to feel connected as part of the school community, fostering their 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	Multiple barriers to learning; some disadvantaged children also have additional SEN needs
2	Our observations and discussions with parents continue to have identified social, emotional needs within our current cohort of children, some of this is as the result of external factors such as anxiety, separation attachment, family circumstances as well as SEN needs. We believe it is important to deal with the root cause to allow children the opportunity to then be in a place to concentrate and focus on their learning.
3	Lack of parental engagement with home learning
4	Financial pressures in homes resulting in additional pressures on parents to provide a healthy breakfast , lunch, school uniform as well as not being able and to provide children with additional rich learning experiences and opportunities to attend extra-curricular clubs like their peers.

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
To improve progress and attainment in Reading, Writing and Maths for disadvantaged children by the end of KS 2	Children's books and internal data will show positive progress for disadvantaged children from their starting points.
To address key barriers to learning which have been identified in spelling, punctuation and maths fluency.	<p>The teaching of key identified barriers are prioritised across the school.</p> <p>Children's gaps are identified and addressed through additional targeted teaching.</p> <p>Twinkl phonics scheme supports in the teaching and learning of phonics, spelling and grammar where children make positive progress from their starting points.</p>

<p>Early help and parenting support continues to be offered to parents to support theirs and their child's emotional wellbeing</p>	<p>Parents feel able to ask and to 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>
<p>Children are able to name and express their feelings and use strategies to manage them- referring to the Zones of regulation and knowledge of the brain through learning the Paws b mindfulness curriculum from Yr 4</p> <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 conflict behaviour incidents, which indicate children are more emotionally secure.</p>	<p>Children use their knowledge of Zones of regulation to recognise and name their feelings and are equipped with strategies to manage their big emotions and to self-regulate</p> <p>Children learn about the four main parts of the brain, gaining a deeper understanding on how their thoughts and feelings are connected</p> <p>Children understand that all feelings are ok., learn how to positively respond to them and gain increased resilience to cope in difficult situations</p>
<p>Parents attend parents' consultations, Open learning mornings, and other curriculum information sessions</p> <p>Home learning policy reviewed with all stakeholders, with clear expectation for parents to support with identified key areas of learning.</p>	<p>Parents understand the impact their own engagement has on their children's learning and progress.</p> <p>Parent's engagement with the home learning of reading, spelling and times tables is increased.</p>
<p>Support for learners to feel connected, raise self-esteem, foster strengths and interests and provide further opportunities to experience enrichment activities- through offering additional provision and financial support opportunities linked to a child's interests which may include music tuition, to attend an after school club as well as supporting attend class trips / workshops and residential trips.</p>	<p>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. Children benefit from taking part in wider cultural experiences. Raised confidence and self-esteem.</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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted teaching support by experienced teacher to deliver small targeted group teaching / interventions in reading, writing and maths	Evidence from EEF Teaching and learning toolkit. Research shows that teachers providing additional targeted support can provide a positive benefit of between 4-6 months of progress in the course of a year. Removing barriers to learning is a proven way to improve the educational outcomes of pupils	1/2
Targeted CPD for staff including – Further development of teaching writing skills (T4W development day) , sensory needs , mental health and well-being , trauma awareness, restorative practice and any other additional identified training needs	EEF – Special Educational Needs in Mainstream schools March 2020 An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupil's needs and promotes high standards and the fulfilment of potential for all pupils.	1
SENCO hours increased to work closely with outside agencies and staff to further support addressing barriers to children's learning	Time needed to effectively support the disadvantaged, a proportion of whom have SEN needs also.	1/2/3

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

Budgeted cost: £ 14,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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.	1/2
Additional targeted teaching support by SLT to deliver small targeted group teaching / interventions in reading, writing and maths	Evidence from EEF teaching and learning toolkit. Research shows that teachers providing additional targeted support can provide a positive benefit of between 4-6 months of progress in the course of a year.	1/2
Peer to peer tutoring – Buddy systems for – Rec/ Year 5 Year 1/Year 6	Sutton Trust Report – Consolidation of learning. Peer to Peer tutoring has identified as highly effective, leading to gaining 5+ months	1/2
Purchase licenses for online Numbots / X table Rockstars 30 children to access Lexia reading Core 5 intervention	EEF- Using Digital Technology to improve learning (August 2021) Using technology to support retrieval practice and self-quizzing can increase retention of key idea and knowledge. We also support this further by providing and supporting with the technology to access this if parents require it.	1/2

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

Budgeted cost: 19,781

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> <p>EEF- Working with parents to support children's learning</p> <p>Parents play a crucial role in supporting their children's learning. Levels of parental engagement are consistently associated with better academic outcomes. Effective parental engagement can lead to gains of 3 months + over the course of a year</p>	<p>2/3</p> <p>1/2/3</p>
<p>Engage parents with their children's learning and understand the positive impact they can have</p> <p>Introduce reviewed Home learning policy- Autumn term</p> <p>-Reinstate parent/ curriculum events for parents to attend now Covid restrictions have been released</p> <p>Online parent workshop Nov'22</p>	<p>EEF- Working with parents to support children's learning</p> <p>Parents play a crucial role in supporting their children's learning. Levels of parental engagement are consistently associated with better academic outcomes. Effective parental engagement can lead to gains of 3 months + over the course of a year</p>	<p>1/2/3</p>
<p>Further develop the teaching of PSHE across the school by accessing PSHE Jigsaw curriculum resources</p> <p>Introduce trialling Bounce</p>	<p>Jigsaw PSHE programme keeps up to date with latest Dfe expectations and supports the delivery of high quality teaching and learning across the school.</p> <p>School carries out survey to assess children's wellbeing and then identify next steps to support</p>	<p>1/2</p>

Together Mental health and well being survey for pupils		
<p>Head teacher to deliver the Paws b Mindfulness curriculum to Year 4</p> <p>Year 4 staff to learn alongside children to reinforce and apply strategies in daily practice</p> <p>Additional member of staff trained to deliver Paws b curriculum – for future sustainability</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> <p>https://mindfulnessinschools.org/the-evidence-base/</p>	2
<p>Pupils support worker– Managing feeling intervention, Play therapy / counselling for identified children who require additional mental health support</p>	<p>Removing barriers to learning is a proven way to improve the educational outcomes of pupils</p> <p>Outside agencies have recommended this for particular cases as a way to deeper support the emotional wellbeing of the children.</p>	2
<p>Children continue to 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.</p>	<p>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</p> <p>https://www.schooltherapydog.com/</p>	2
<p>Children will be able to access swimming, music tuition, trips, residential trips and offered places to attend extra-curricular clubs or support with wrap around care in holidays</p>	<p>EEF research shows that enrichment approaches can directly improve pupil's attainment as well as developing essential life skills 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 their wellbeing and their learning. Evidence shows that some disadvantage children benefit from continuous provision and interaction with their peers during school holidays</p>	2/4
<p>Plan additional rich cultural experience workshops</p> <p>Weekly Ukulele lesson delivered by Herts Music service for Year 5 children each year</p>	As above	2/4

Total budgeted cost- £48,475

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on our pupils in the 2021 to 2022 academic year

<p>Quality first teaching and high expectations for all PPG pupils including vulnerable children who are not in receipt of funding.</p>	<p>Children were supported by their teacher / TAs through first quality teaching, pre-teaching and same day catch up, All teaching staff know their children well and respond to their needs. SENCO works closely with teaching staff / parents to support with strategies and advice.</p> <p>21 children received additional Online Tutoring to target identified gaps in learning. In addition to this where possible additional targeted interventions took place across the school, however this proved more challenging this year due to additional Covid related staffing pressures and increase in high SEMH needs children requiring support. 2 x Additional 1-1 Teaching assistants employed in Year 3 to support with high SEMH needs. On return from Maternity Deputy Head carried out additional targeted interventions in Year 6. Children have also accessed additional online learning resources both in and out of school including Lexia intervention , Spelling frame, Times table rock stars and Mathletics</p> <p>In Reception PPG children (7) -86% achieved GLD in reading , writing and Maths</p> <p>In Year 1 - PPG children(6) -50% working at EXS in Reading and Writing and 33% in Maths</p> <p>In Year 2- PPG children (3 - nb 1 of which is SEN) 67 % working at EXS in Reading and Maths and are WTS in writing</p> <p>In Year 3- PPG children(7- nb 3 of which are SEN) 57% working at EXS in Maths, 14 % in reading and writing</p> <p>In Year 4 - PPG children (4 - nb 1 of which is SEN)25% working at EXS in reading and writing , all working towards in Maths</p> <p>In Year 5 - PPG children(7 of which 3 SEN) 57% working at EXS in reading , 45% in Maths and all working below in writing</p> <p>In Year 6 - PPG children (5 of which 3 SEN) 40% working at EXS in reading and Maths and 20% in writing</p>
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<p>Early help and parenting support has been offered to parents to support theirs and their child's emotional wellbeing</p>	<p>Parents have received advice and support within school setting as well as accessing additional support from Dacorum family support worker and Add-vance parenting support coach. Parents have benefited from developing positive parenting strategies, understanding their children's needs including setting routines and boundaries, which has helped them to cope with additional home life pressures. This has also had a positive impact on reducing children's separation anxiety- children are able to separate more easily from parents at the start of the day, regulate their emotions and able to settle more quickly to access their learning.</p> <p>3 parents have accessed additional mental health support through counselling and art therapy and have voiced how grateful they are for this support and the positive impact this has had on their wellbeing. Parents are more emotionally equipped to support their child's needs.</p>
<p>Social and emotional well-being -In addition to our day to day teaching where children are encouraged to express their feelings and use strategies to manage them. For children who have found it difficult to manage their big emotions they have been provided with additional 1-1 support through working with a Pupil support worker or counsellor</p>	<p>Each day as part of soft start school routine children are personally welcomed by Head / school dog each morning - Children are seen to visibly relax as they enter school and have the opportunity to start the day in a positive / relaxed way by stroking Milo the school dog. When children have arrived upset or reluctant to separate from their parent the school dog is used to emotionally support them. 1 child with separation anxiety supports Head each day with taking responsibility for welcoming children with Milo. Other successful soft start strategies this year have included giving children responsibilities such as watering the plants.</p> <p>21 children have received additional SEMH support through the following interventions: protective behaviours, recognising and managing feelings intervention from the Pupil support worker or counselling.</p> <p>Children have benefitted from the additional support and are beginning to recognise and talk more openly about their feelings and strategies have been shared with them to manage their feelings. This has resulted in them starting to be more emotionally secure and able to focus on their learning.</p> <p>Years 4, 5 and 6 children have all been taught the 10 week Paws b Mindfulness curriculum programme this year. Children have learnt about the four main parts of the brain, gaining a deeper understanding on how their thoughts and feelings are connected, as well as 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. Children and staff refer back to this knowledge when supporting children who are experiencing big emotions. Positive feedback has been received through pupil</p>

	<p>voice and survey data where children express which strategies and skills they are transferring in to their daily lives.</p> <p>Through our therapeutic approach to behaviour, children are supported to reflect on the impact their behaviour has had through restorative conversations with the aim to learn from this in the future.</p>
A whole school consistent approach to the teaching of writing investing in high quality CPD for all staff	<p>All Staff have received additional training and have been further upskilled to embed teaching the Talk for writing curriculum</p> <p>Talk for writing Consultant provided positive feedback regarding the consistent whole school approach to teaching writing across the school</p> <p>Additional reading resources have been purchased providing children with access to high quality rich reading resources.</p> <p>Yr 1 Phonics - 81% passed</p> <p>End of KS 1 Achieved above national EXS - 70%</p> <p>End of KS 2-Achieved in line with national EXS -68%</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>All PPG children as well as additional vulnerable children offered rich experiences through attending after school clubs of their choice, as well as attending school trips and class residentials Some families have been supported with accessing additional wrap around care provision both during school hours and in holidays. Some children have accessed additional Music provision through attending Rock steady and all Year 5's have learnt to play the Ukulele.</p> <p>All of the above has supported the children to feel connected as part of the Westfield community, fostering their interests, which in turn has had a positive impact on developing their social interactions with their peers, independence and self-esteem.</p>

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
Numbots/ Times table rockstars	
Lexia	

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?	