

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
School name	Westfield School
Number of pupils in school	1213
Proportion (%) of pupil premium eligible pupils	25.6% (311)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-20 2020-21 2021-22
Date this statement was published	20/9/21
Date on which it will be reviewed	20/9/22
Statement authorised by	J Birkbeck
Pupil premium lead	M Lambourne
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,692
Recovery premium funding allocation this academic year	£40,238
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	£320,930

Part A: Pupil premium strategy plan

Statement of intent

The **intention** of the pupil premium strategy at Westfield school is to remove disadvantage by providing:

- Consistently high quality teaching and learning
- Support in meeting basic access needs (resources, literacy and numeracy)
- A language rich environment
- A culture of reading
- A consistent approach to basic expectations
- Praise and positive feedback for meeting expectations
- A curriculum rich in experience, culture, opportunity and challenge
- A community in which we are all ready to learn, resilient, resourceful, respectful and reflective
- Targeted academic support

How will we achieve these objectives?

We will ensure that the school development plan reflects these objectives; remaining focused year on year on strengthening provision in consistent key areas of development.

We will evaluate the implementation of our development plan, assessing impact and responding to identified areas for development.

We will keep the main thing, the main thing by remaining focused on a small number of core strategies.

Key Principles

The strategy will be based on analysis of our cohorts and their needs.

We will be research driven and strive to implement proven strategies.

We will prioritise quality first teaching and an ambitious curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged students have lower reading ages and lower prior attainment in reading and mathematics than non-disadvantaged pupils. There is an academic attainment gap on entry which historically has persisted through school.
2	Our students and our disadvantaged students in particular demonstrate lower levels of cultural and social capital. https://blogs.lse.ac.uk/socialpolicy/2020/07/27/missing-the-mark-education-policies-for-disadvantaged-children-in-covid-19-england/
3	There is a higher instance of SEND amongst our disadvantaged cohort (depending on year group two to three times as much)
4	Our pupil premium students demonstrate lower levels of engagement in learning (as measured using the school AtL tracking system). This was amplified during lockdown when engagement gaps in remote learning widened in general.
5	Attendance of the disadvantaged cohort is lower than for non-disadvantaged students

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
Increased attainment and closing of the gap for our disadvantaged students	P8 = -0.25 for students for whom we receive the pupil premium
Levels of vocabulary for ks3 disadvantaged students improve at an accelerated rate.	Deliver Lexonik to all Y7 disadvantaged students within the optimum standardised score for reading. Establish a strategic plan to develop literacy across the curriculum utilising Lexonik strategies as one element of developing disciplinary literacy.
Levels of numeracy for disadvantaged students in Y7 accelerate	Year 1: Deliver Every Child Counts to the 24 students with the lowest numeracy ages in Y7.
Improved attendance	Persistent absence and general attendance for disadvantaged students improves to be in line with non-disadvantaged students
Improved attitudes to learning	FTE reduce to be in line with non-disadvantaged student AtL in range 1.8-2.0

Period 6	EEF +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Note: 3. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	4
Lexonik	“Improving literacy in secondary schools” P11 sites organising vocabulary into meaningful patterns (etymology and morphology) as a key skill for development. Quigley, “Closing the Vocabulary Gap”	1
Every Child Counts	Every Child Counts (ECC) is a programme designed to raise the mathematical literacy attainment of the lowest achieving children. ECC focuses on numeracy and is aimed to help the students “catch up”, so that they can engage with mathematics at a more age-appropriate level. Group sessions will run with no more than 4 students at a time and last approximately 10 weeks. EEF research shows that small group tuition can impact up to 3 months on attainment.	1

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

Budgeted cost: £113,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative provision	DfE: School exclusion: a literature review on the continued disproportionate exclusion of certain children	4 5
Attendance team strategies to reduce PA and improve attendance of the disadvantaged cohort.		5
Positive Discipline behaviour strategy	At the planning phase, Senior leaders visited school both locally and in the wider region that had had success in establishing behaviour systems which reduced disruption to teaching and learning. Elements of successful systems were used in line with the	4

	schools wider ethos to create Westfield's Positive Discipline system.	
Prioritised Careers support	Students vulnerable to becoming NEET are known to the school and received enhanced and prioritised support in establishing post-16 destinations.	4
Library based strategies to promote a culture of reading	Alex Quigley – combined approach of promoting reading for pleasure and vocabulary instruction.	1
Counselling for students	From needs analysis. A significant number of our disadvantaged students have fundamental mental health needs that necessitate the access to a school counsellor.	4
Form time reading	Alex Quigley – combined approach of promoting reading for pleasure and vocabulary instruction.	1

Total budgeted cost: £ 320,929

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 pupils in the **2020 to 2021** academic year.

Engagement in learning

The average Attitude to Learning score for pupils for whom we are in receipt of the pupil premium improved by 0.2 over the course of the last academic year. This was in line with the increase for non-disadvantaged pupils. It should be noted that during lock down, the perceived AtL for disadvantaged students worsened more than for other students indicating that remote learning circumstances adversely affected their engagement.

The subgroup consisting of male disadvantaged students made more progress over the year with regard to AtL than male non-disadvantaged students with an average improvement of 0.25 compared to 0.18.

Mathematics and English

Over the course of Y11, achievement of English and Maths combined at grade 9-4 rose by the same amount (track 1 to teacher assessed grade) for disadvantaged and non-disadvantaged students despite the fluctuations in AtL during lock down. A number of strategies were in place to support this including; period 6, additional English teaching for yellow pathway students, student support officer core subject support for those students with the greatest changes in levels of over the course of ks4, pastoral team support to engage students in remote learning.

Quality of teaching and Learning

School based quality assurance (Enquiry Visit model) shows:

- The quality of teaching and learning is improving as a result of the Responsive Teaching CPD programme
- The curriculum is becoming more ambitious as a result of the time dedicated to curriculum review

Externally provided programmes

This is non-DfE programmes purchased in the previous academic year.

Programme	Provider
National Tutoring Programme – online Maths provision 1:3 15 weeks	Pearson

Service pupil premium funding (optional)

The school has a small number of service premium students with no additional needs. These students are known by pastoral teams who are aware of strategies that could be employed in, for example, times of parental deployment to support the students of necessary.

Measure	Details

Further information (optional)

<i>Think For The Future Mentoring</i>	Locality funding is used to employ mentors for students to support them both in terms of their engagement with school but also in making positive choices within the community. A significant number of disadvantaged students are included in this cohort.	4
<i>SMSC support</i>	In the last academic year, the instances of social, emotional and mental health issues amongst our disadvantaged cohort was more frequent and more extreme. Based on an analysis of the ongoing need, the school has invested in additional staffing to support students.	4