



The Midsomer Norton Schools Partnership
Westfield Primary Pupil Premium Report 2020-21

September 2020

Pupil Premium strategy statement

1. Summary information					
School	Westfield Primary				
Academic Year	2020 - 21	Total PP budget	122 395	Date of most recent PP Review	Sept 2020
Total number of pupils	393	Number of pupils eligible for PP	94	Date for next internal review of this strategy	January 2021

2. Current attainment					
	Sch	Nat other pupils		Sch	Nat Other
% achieving in reading, writing and maths	75	71	% Achieving a Good level of development in Early Years	70	71.8
KS2 Progress measure in reading		0.0	Key Stage 1 attainment measure in reading	85	79
KS2 Progress measure in writing		0.0	Key Stage 1 attainment measure in writing	76	73
KS2 Progress measure in maths		0.0	Key Stage 1 attainment measure in mathematics	80	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.” Unseen Children: access to achievement 20 years on - OfSTED

This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document ‘The Pupil Premium How schools are spending the funding successfully to maximise achievement’ so that we can be confident that we are using interventions and approaches with a track record of success.

The school has identified the following as our main areas to focus the use of the pupil premium:

A. Reading attainment – efficient decoding earlier and comprehension skills explicitly taught – (linked to poor writing in KS1 and low number of higher levels at KS2 reading test)

B. Language and communication difficulties
 a. Managing behaviour and learning disengagement
 b. Low self-esteem/Lack of self confidence

C. Attachment difficulties

D. Issues arising from long term low level neglect

External barriers (issues which also require action outside school, such as low attendance rates)

E. Parental engagement with learning

F. Absence from school/Lateness to school

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Improving teaching & learning	<ul style="list-style-type: none"> Reading/writing/maths attainment and progress improve to at least target levels, including disadvantaged pupils The attainment gap is reduced between those pupils who are eligible for pupil premium grant and those that are not, in Reading, Writing and Maths Where attainment of disadvantaged pupils is low overall, it is improving at a faster rate than nationally, over a sustained period
B.	Removing barriers to learning	
C.	Providing additional support for those disadvantaged pupils who are at risk of underachieving in English and maths	
D.	Accelerating the progress of disadvantaged pupils	
E.	Increasing attendance rates of disadvantaged pupils so they are at least in line with all pupils.	

5. Planned expenditure

Academic year

2020 - 21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (Reference to EEF research and effect size)	Success Criteria	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Pupil Premium Champion to track progress of children and instigate action where progress is not good. To monitor and track progress of disadvantaged groups and their participation in extra-curricular activities. Improved parental engagement both with the school and their child's learning. To promote Pupil Premium children throughout the school and ensure that they remain a top focus within the school To offer support and advice to staff regarding ways in which to support these pupils To have oversight of the PP allocation and ensure that needs are identified and addressed using this funding 	Pupil Premium Champion	<p>Research – Feedback + 8 months</p> <ul style="list-style-type: none"> Feedback to redirect or refocus either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome <p>Barriers: A, D, E</p>	<ul style="list-style-type: none"> All pupils receiving Pupil Premium will make progress in line with their peers or better than their peers. To improve communication with parents of pupils eligible for Pupil Premium funding. To close the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths. 	Vicki Bowery	<p>January 2021 April 2021</p> <p>10 000</p>
<ul style="list-style-type: none"> Attainment in reading and maths is increased to at least 80% in both areas Disadvantaged pupils attain in line with peers In-school and national gap is closed To expand proven classroom approaches – providing effective feedback on pupils' performance, encouraging 	Intensive reactive teaching to provide additional support to help close the gap in the performance of PP pupils and other groups	<p>Research – Small group tuition + 4 months</p> <ul style="list-style-type: none"> A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective Pupils are grouped according to current levels of attainment or specific needs <p>Barriers: A, B, D</p> <p>Research – Feedback + 8 months</p>	<ul style="list-style-type: none"> Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) results in optimum impact. Short termly checks on attainment and progress Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the support is beneficial. Specifically trained teachers have nearly 	Vicki Bowery	<p>January 2021 April 2021 Ongoing weekly discussions</p> <p>36 216</p> <p>12 072</p>

<p>pupils to think about their own learning strategies, and getting pupils to learn from each other.</p> <ul style="list-style-type: none"> To increase the level of TA support, initially for one year, but in the spirit of Achievement for All, with the emphasis on what can be sustained. To provide focused support to ensure positive attitudes, behaviour and learning. To overcome barriers to learning. Feedback is given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. 		<ul style="list-style-type: none"> Feedback to redirect or refocus either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome <p>Barriers: B, D</p> <p>Research – Teaching Assistants + 1 month</p> <ul style="list-style-type: none"> Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher. <p>Barriers: A, B, D, E</p>	<p>twice the effect on average than TA support</p>		
Total budgeted cost					58 288

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> To enable children to be taught in smaller groups for core subjects at timetabled points across targeted year groups. Learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Targeted interventions matched to specific students with particular needs or behavioural issues. Improved outcomes in Reading, Writing and Maths (greater proportion meeting AREs). Pupils gaining confidence with key concepts. Pupils feel equipped to tackle higher-level work 	<p>Collaborative Learning</p> <p>Behaviour Interventions</p> <p>One to One Tuition</p>	<p>Research - Collaborative Learning + 5 months</p> <ul style="list-style-type: none"> A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. <p>Research - Behaviour Interventions + 3 months</p> <ul style="list-style-type: none"> Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. <p>Research - 1:1 Tuition + 5 months</p> <ul style="list-style-type: none"> One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching <p>Barriers: A, B, C, F</p>	<ul style="list-style-type: none"> Regular review of groupings and reshaping of focus as required Data analysis every term to identify pupils whose progress is causing concern and to review successes Close communication between teachers and HLTA to discuss pupils and check progress. Training for HLTA to use SIMS 	<p>S Mills V Bowery D Carver</p>	<p>January 2021 April 2021 Ongoing weekly discussions</p> <p>18 278</p>

<ul style="list-style-type: none"> Families aware that there is a designated person within the school that they can talk to and ask advice of regarding challenging home behaviours Work with parents to identify and overcome barriers to their child's learning. To promote good attendance and punctuality. Supporting the personal and social needs of vulnerable children. 	<p>Mentoring Plus</p> <p>Behaviour Support</p>	<p>Research Mentoring +0 months</p> <ul style="list-style-type: none"> Positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour <p>Barriers: B, C, D, E, F</p> <p>Research Behaviour Interventions +3 months</p> <ul style="list-style-type: none"> Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects <p>Barriers: A, B, C, F</p> <p>Research Parental Involvement +3 months</p> <ul style="list-style-type: none"> Parental Involvement covers the active engagement of parents in supporting their children's learning at school. Stay and sessions ... will encourage parents to support their children to read or do mathematics. <p>Barriers: E</p>	<ul style="list-style-type: none"> Pupils are identified and targeted for support with Mentoring Plus Mentoring aims to build confidence, develop resilience and character, or raise aspirations Increased parental support for pupils eligible for pupil premium Increased attendance rates for pupils eligible for pupil premium HLTA will be ELSA trained by June 2021. 	<p>S Campbell</p>	<p>Every half term</p> <p>11840</p> <p>5500</p>
<ul style="list-style-type: none"> To provide qualified support in an atmosphere conducive to learning/study in order to raise standards in literacy and numeracy. To develop children's self-esteem and confidence, this will impact on all areas of learning. 	<p>Homework Clubs Years 5&6</p> <p>3rd Space Learning</p>	<p>Research Homework +2 months</p> <ul style="list-style-type: none"> There is a relatively consistent picture that pupils in schools which give more homework perform better, although for primary age pupils the difference is small <p>Barriers: A, B, D, E</p>	<ul style="list-style-type: none"> Pupils identified and targeted for homework club 	<p>S Mills</p> <p>J Plaxton</p> <p>J Chaudhuri</p>	<p>2600</p> <p>6700</p>
Total budgeted cost					44 918

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Teachers to identify good practice, strengths and any barriers to effective SEND practice. 	A coached review of SEND practice	<p>Research – Individualised Instruction + 3 months</p> <ul style="list-style-type: none"> Individualised instruction involves different tasks for each learner and support at the individual level. <p>Barriers: B, C, D, E</p>	<ul style="list-style-type: none"> Interventions are in place for those children who are not on track to reach age related objectives Observational work of students to support teachers with personalised learning The school gap is narrowed between SEND Pupil Premium pupils and non-Pupil Premium 	Vicki Bowery Sally Arthur Sally Campbell	2500
<ul style="list-style-type: none"> To improve attendance across school and reduce the incidence of persistent absenteeism Attendance improves in all year groups to over 96% Attendance of key groups (e.g. PP, SEND etc.) improves to at least 95%. 	Attendance Awards/Initiatives	<p>Research Initiatives + 3 months</p> <ul style="list-style-type: none"> Fewer pupils achieve ARE in reading and mathematics tests and writing TA at Key Stage 2 as overall absences increases <p>Barriers: B, D, F</p>	<ul style="list-style-type: none"> Attendance across all year groups is improved to school average of over 96% 	S Mills	500
<ul style="list-style-type: none"> Understand the root causes of why a pupil is disengaging. Predict accurately which pupils are most likely to stop attending school, up to 12 months in advance. Establish if a pupil is struggling with the study skills they need to access the curriculum. Gauge learner's self-worth, which could be affecting academic potential Identify 'invisible' groups such as fragile learners. 	Pupil Attitudes to Self and School (PASS)	<p>Research Social and Emotional Learning + 3 months</p> <ul style="list-style-type: none"> School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning Help detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation. <p>Barriers: B, E, F</p>	<ul style="list-style-type: none"> Visualise reports easily in bar chart form Analyse results according to any required demographic Compare screening results over time Measure the impact of intervention strategies 	S Mills	October 2020 July 2021 1600

<ul style="list-style-type: none"> The existing qualitative evidence is more consistent than the quantitative findings, showing that in most cases young people perceive adventure learning interventions to have had a positive impact on their lives and attitudes. Residential trips are effective because of their impact on non-cognitive skills, explicitly encouraging students to actively apply these skills in the classroom which in turn is likely to increase effectiveness. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential. 	Residential Trips	<p>Research +3 months</p> <ul style="list-style-type: none"> Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. <p>Barriers: B, D</p>	<ul style="list-style-type: none"> Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. 	Vicki Bowery	800
<ul style="list-style-type: none"> To improve the attendance of targeted pupils and reduce persistent lateness Attendance improves for targeted pupils by 3% To improve the attendance of targeted pupils and reduce persistent absence and lateness To extend breakfast club to KS1 & Early Year pupils 	Subsidised Breakfast Club Places and staffing	<p>Research +2 months</p> <ul style="list-style-type: none"> Fewer pupils achieve ARE in reading and mathematics tests and writing TA at Key Stage 2 as overall absences increases. <p>Barriers: D, E, F</p>	<ul style="list-style-type: none"> Attendance monitoring (Termly) EWO referrals 	S Mills	2500
<ul style="list-style-type: none"> Focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Target students with particular social or emotional problems Promote a positive ethos which also supports greater engagement in learning. Targeted interventions matched to specific students with particular needs or behavioural issues. 	Social and emotional learning	<p>Research + 4months</p> <ul style="list-style-type: none"> Target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning <p>Barriers: A, B, C, E, F</p>	<ul style="list-style-type: none"> Continuous provision in place in the outdoor area. Behaviour management routines are understood by children and low level disruption is rare. Most children -95%- will have made good progress from their starting points; 70% will achieve a GLD; 	C Potts	January 2020 April 2020 10 962

<ul style="list-style-type: none"> • Simple, practical ways that parents can support their children in ways that do not require a high level of ability • Make school welcoming for parents whose own experience of school may not have been positive • Provide a flexible approach to allow parental involvement to fit around their schedule 	Parental involvement	<p>Research +3 months</p> <ul style="list-style-type: none"> • Parental Involvement covers the active engagement of parents in supporting their children's learning at school. Stay and sessions ... will encourage parents to support their children to read or do mathematics. <p>Barriers: E, F</p>	<ul style="list-style-type: none"> • Home reading shows increased parental participation in KS2 • Homework tasks are supported by parents • Some parents are signposted to courses held at Bath College (Somer Campus) 		300
Total budgeted cost					19 162

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> To promote Pupil Premium children throughout the school and ensure that they remain a top focus within the school 	Pupil Premium Champion	<ol style="list-style-type: none"> GLD at end of EYFS is slightly below national average at 70% due to sig SALT and behaviour challenges in boy's cohort. Progress of PP in R, Wr and M sig+ are estimated to be above national average at the end of Key Stage 2 	<p>In 2019 the school's PP progress at the end of Key Stage 2 was significantly above average in Reading and Maths. Writing was also above national average. In 2019 the 3 year trend shows year on year improvement.</p> <p>If SATs had taken place this year we believe that this trend would have continued based on the pupil's KS1 results being well below national outcomes</p>	16 500
<ul style="list-style-type: none"> Attainment in reading and maths is increased to at least 80% in both areas Disadvantaged pupils attain in line with peers In-school and national gap is closed 	Intensive reactive teaching to provide additional support to help close the gap in the performance of PP pupils and other groups	<ol style="list-style-type: none"> Outcomes in Reading, Writing and Maths are also above national average at end KS2 based on 2019 national results Progress in Reading, Writing and Maths above NPP in school. 2020 KS2 writing progress is estimated to be well above national average in excess of +2.5 In the cohort of 30 AfA pupils (26 being PP children) whose progress was tracked termly, 90% made expected or better progress in reading, 80% in writing and 93% in maths. Reactive teachers were trained up on school assessment system and able to use to track termly progress. Reactive teachers now attend pupil progress meetings with phase leader and class teachers. 		65 800

ii. Targeted support																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
<ul style="list-style-type: none"> Learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. 	Collaborative Learning Behaviour Interventions One to One Tuition	<ol style="list-style-type: none"> Attitudes to learning continue to show marked improvement with a reduction of incidents of disruption in lessons. Targeted pupils attended homework club to ensure tasks were completed on time and supported by adults when appropriate. 94% of Third Space pupils were assessed at ARE. Some MAT chrome books were issued to support PP children during lockdown. 	<p>Strong teacher-pupil relationships are evidence of the collaborative learning between pupils and teacher</p> <p>Pre-Covid book looks show clear evidence of pupils reacting and responding to feedback – especially in KS2</p> <p>Homework Club well attended by targeted pupils</p> <p>Third Space learning secured good results, demonstrating above expected progress and is already running this academic year</p> <p>During Lockdown the teacher/pupil relationship continued strongly with many children accesses work, either online or through prepared packs.</p>	13 500												
<ul style="list-style-type: none"> Work with parents to identify and overcome barriers to their child's learning. To promote good attendance and punctuality 	Family Intervention Worker	<ol style="list-style-type: none"> FIW left at the end of Oct 2019 and subsequent advertisements have failed to find a suitable replacement. Targeted pupils by the school and EWO has led to reduction in persistent absenteeism (AfA coach/champion meetings analysed attendance at mid-year review and steps were put into place to monitor) AfA CPD impacting on learners beyond the target cohort Attitudes to learning are improving showing a reduction of incidents of disruption in lessons. Improved parental engagement with tasks at home as reciprocated by Stay and Share sessions. 	<p>Persistent absentees dropped but holidays are still a problem. We have worked closely with new MAT attendance officer to advise on supporting/fining families taking unauthorised leave.</p> <table border="1"> <thead> <tr> <th colspan="3">2018/19</th> </tr> <tr> <th>Number of enrolments</th> <th>School %</th> <th>National %</th> </tr> </thead> <tbody> <tr> <td>341</td> <td>3.9</td> <td>4.0</td> </tr> <tr> <td>28</td> <td>8.2</td> <td>8.2</td> </tr> </tbody> </table> <p>PP attendance average at 91.7%</p> <p>Pre-Covid whole school attendance was 96%</p> <p>97% engagement levels for structured conversations</p> <p>High levels of participations for our Stay And....parent sessions each short term – 150+ parents in classes working with their child.</p> <p>2019-2020 PP attendance data shared at Key Stage meetings and staff to monitor. Will be a focus for structured conversations.</p>	2018/19			Number of enrolments	School %	National %	341	3.9	4.0	28	8.2	8.2	10 500
2018/19																
Number of enrolments	School %	National %														
341	3.9	4.0														
28	8.2	8.2														
iii. Other approaches																

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Target students with particular social or emotional problems Promote a positive ethos which also supports greater engagement in learning. Targeted interventions matched to specific students with particular needs or behavioural issues. 	Social and emotional learning	<ol style="list-style-type: none"> 97% parental engagement with structured conversations Increase in pupil confidence and engagement in school and clubs AfA CPD impacting on learners beyond the target cohort Attitudes to learning are improving showing a reduction of incidents of disruption in lessons. Life experiences increased which has impacted on the quality of writing. 	<p>97% engagement levels for structured conversations Parents are very well supported and encouraged at Westfield with parents being given pre and post school meeting times (thus accommodating working patterns) as well as day time appointments for meeting with staff. Staff are given valuable preparation time to ensure all discussions with parents are meaningful and developmental. The school operates a multi-layered communications approach with newsletters, an ever present 'open door' policy, a school comms platform and an active web site, all of which are utilised effectively.</p> <p>Identified AfA children for 2020-2021 have been identified with class teacher and PP champion. Invitation letters have been sent out. First round of remote conversations to be carried out by Dec 2020.</p>	14 250
<ul style="list-style-type: none"> Strategic implementation of interventions is based on evidenced impact within the school 	Achievement 4 All programme			2200

Academic Impact of funding

EYFS Data Analysis for 2020: End of Year Results

Area of Development	Cohort children	Girls children	Boys children	FSM children	Non FSM children
% attaining the GLD	70.0	90.0	48.0	57.0	74.0

Sig SALT and behaviour challenges in boys' cohort

Phonics Data 2018 - 2020

Phonics	2018	2019	2020 (Predicted)
Year One	75% (PP = 58.3%)	87% (PP = 74%)	84% (PP = 78%)
Year Two cumulative	92% (PP = 40%)	97% (PP = 90%)	

Percentage of children attaining ARE at the end of Year 2

	Teacher Assessment			Disadvantaged			Others			Boys			Girls		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Reading	73%	72%	85%	50%	65%	67%	80.0%	76%	93%	75%	70%	79%	71.5%	73%	92%
Writing	69%	68%	76%	58%	59%	67%	72.5%	74%	80%	62.5%	67%	69%	75%	70%	81%
Maths	75%	72%	80%	50%	65%	67%	82.5%	76%	83%	75%	70%	86%	75%	73%	73%

Year 2 PP

47% of the PP children were either high needs SEN, under children's social care or receiving behavioral support

YEAR 6 SATs Results 2016 (Percentage of children attaining ARE at the end of Year 6)

	Teacher Assessment			Disadvantaged			Others			Boys			Girls		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Reading	83%	90%	85%	82%	81%	88%	83%	94%	84%	80%	92%	88%	82%	88%	81%
Writing	81%	92%	78%	82%	81%	75%	81%	97%	79%	70%	92%	82%	89%	92%	73%
Maths	90%	88%	88%	73%	75%	88%	96%	94%	88%	90%	92%	91%	93%	83%	81%
RWM	74%	83%	78%		71%	75%		90%	79%		88%	82%		79%	73%

Attainment since KS1

	Reading	Writing	Maths	Combined
End of Key Stage 1	66%	53%	69%	51%
End of Key Stage 2	85%	78%	88%	78%

PP attainment since KS1

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combined</u>
End of Key Stage 1	69%	50%	69%	50%
End of Key Stage 2	88%	75%	88%	75%