



Westfield Academy

Pupil Premium Policy

September 2020

Review; September 2021

Purpose

The pupil premium is additional funding to help schools close the attainment gap between students from low-income and other disadvantaged families and their peers. The Government believes that the pupil premium is the best way to address the current inequalities between students eligible for free school meals (FSM) and their peers.

Westfield Academy receives funding for students eligible for FSM, or who have been eligible at any time over the last six years (FSMev6), students whose parents are serving in the armed forces or students who are in care, adopted from care or 'looked after'.

It is for schools to decide how the pupil premium allocated to schools is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility. Schools are free to spend the pupil premium as they see fit and whilst support must be targeted at students eligible for the pupil premium, some provision will inevitably benefit other students.

The annual Pupil Premium report – the 'Pupil Premium Strategy Statement' – is published on the school's website.

Pupil Premium funding is calculated based on the pupils on roll at the school during the January census. It is not intended to be an individual 'account' for Pupil Premium pupils. Schools are expected to use the funding to benefit the whole cohort of Pupil Premium pupils. This means that the school's allocation will be spent on key strategies to benefit the needs of pupil premium pupils and help in increasing their progress and raising their attainment across the school. By using the money as a whole budget, larger whole school strategies which benefit a larger numbers of pupils are able to be actioned e.g. staffing for small group tuition or to support high quality teaching in the classroom.

As on average 30% of our students are FSMev6, we don't take an individualised approach, we look at strategies that will support all students but be particularly beneficial to those students from a "disadvantaged" background.

This will cover strategies such as;

- Employing an inclusion mentor, to focus on reengaging students who have disengaged, the priority for these places will go to Pupil premium students.
- Our transition group in Year 7; This is a small group of vulnerable students with the most significant learning needs (significantly below the national average ability on entry.) They are taught, in a small group (approx. 15-20) by a primary trained teacher with a dedicated Learning Support Assistant. As these are vulnerable students and approximately 50% are FSMev6, we use Pupil premium money to pay for this support package.
- Purchasing Year 11/13 revision materials, for students who don't have access to them.
- Purchasing uniform and equipment for students where this is a need.
- One to One Teacher Support and/or tuition.
- One to One / Group Support
- Revision courses
- Support with educational visits
- ICT materials to support learning
- ICT subscriptions and online purchases to support curriculum
- Text books for the student to annotate for revision and processing purposes
- Extra curricula clubs, led by the inclusion team; FIFA Club.
- Extra-curricular Educational courses e.g. Sports Leaders Award, Duke of Edinburgh etc.
- Procedures and practices within the school to allow staff to communicate potential needs for support
- Focusing on excellent classroom teaching and a creative curriculum via a dedicated learning mentor and staff working group, lesson observations and learning walks in order to share good practice
- Creating a calm, dedicated non-classroom space for working
- Regular staff training sessions during Inset days to ensure that effective support and high standards of inclusive teaching are achieved in the classroom
- Raising awareness of child poverty with staff and governors via an organic Inclusion List and regular updates to staff and Governors via the SEN Link Governor
- Early Intervention to look for potential need via baseline testing
- Offering new opportunities to our disadvantaged or vulnerable students to improve confidence and self-worth, in positions such as prefects, subject leaders and peer mentors
- Reading books/materials
- Neo pads, where literacy is an issue

This is not an exhaustive list, we will use Pupil premium money to respond to needs that are identified through our data analysis.

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

- Attendance rates for the school are 95.6% (approx) whilst those of FSM students are 92%.
- Parental engagement has been difficult with some of our PP parents – they can find school intimidating and as a result feel unable to work with us to support their children. The results is the students having a negative approach to school and causes them to fall behind on average.

How will we measure impact?

- PP pupils at Westfield make expected or better progress than similar pupils nationally.
- Gap narrowed between PP pupils and non-PP pupils at the end of KS4.
- Gap narrowed between PP pupils and non-pupils in Maths at the end of KS4.
- Gap narrowed between PP pupils and non- pupils in English at the end of KS4.
- Increased use of funding forms indicate raised awareness of the needs of PP pupils and more targeted interventions.
- Behavioural issues for some PP pupils decrease.
- Attendance rates for PP pupils is in line with or better than similar pupils nationally.
- Relationships with parents of PP pupils improve and attendance rates at Parents evenings and school events improves. Pastoral teams report positive relationships.