

SUMMARY OF PUPIL PREMIUM EXPENDITURE 2017/2018

Westfield Academy expects to receive £190,000 in pupil premium funding for the year ending August 31st 2018.

In 2017/18 there are likely to be 243 Pupil Premium students which makes up 33% of the school population.

Disadvantaged students comprise 42 out of the cohort of 111 (38%) taking GCSE exams in 2018.

Barriers to achievement faced by disadvantaged children at Westfield Academy include:

- Affordability of equipment, (including technology outside of school)
- Accessing enrichment activities in and beyond school
- Low prior attainment and low levels of literacy and numeracy
- Low self esteem
- Little support out of school with homework and revision

In 2017/2018 Westfield Academy will allocate Pupil Premium funding in the following ways:

Barrier	Strategy	Cost
Affordability of equipment	All disadvantaged provided with, and taught to use, programmable calculator	£1,800
	All year 11 disadvantaged provided with revision guides for Maths and Science	£1,000
	All KS3 disadvantaged provided with own Chromebook	£27,700
Accessing enrichment activities	Subsidising activities fund	£8,500
	Music lesson subsidies	£3,500
Low prior attainment, and low levels of literacy and numeracy	4Matrix gap analysis software	£1,000
	Year 7 and 8 reading scheme "Renaissance Reading"	£1,000
	Twice a month "Drop Everything and Read" (DEAR) sessions for KS3	£0
	Targeted intervention programme, including: Rapid Reader Plus, Literacy Booster,	£58,000

	Phonics, Talisman Reading,, Numicon, Emotional Literacy, Nurture Group, Breakfast Club, Lunch Club, EAL, Speech and language Intervention	
	Year 11 supported self study sessions	£5,000
	Year 11 English support group	£5,000
	Reduce Maths and English class sizes	£30,000
Low Self Esteem	“Inspired to Achieve” mentoring service	£6,000
	Additional Ed Psych support	£6,500
	Additional pastoral support	£32,000
Homework Support	Homework support club	£3,000

Costs of group work calculated at £30 per hour for 39 weeks of academic year

4Matrix software is used to monitor the progress of disadvantaged students against their peers in school and nationally and to inform modifications to the strategies listed above.

The effectiveness of this expenditure is monitored by the Governors’ Learning and Teaching Sub Committee 3 times a year who compare the progress of disadvantaged students against their peers.