

Westfield School - Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year

School overview

Detail	Data
School name	Westfield School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	T Deakes/J Pitson
Pupil premium lead	D Burgess
Governor / Trustee lead	A Howard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,626.00
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	£44,626.00

Part A: Pupil premium strategy plan

Statement of intent

Westfield School caters for pupils with communication and interaction difficulties at a level, which means they have been unable to access the social and academic environment of a mainstream setting. Often, our pupils experience levels of anxiety and emotional dysregulation, which we support them in overcoming.

Pupils may be supported by Pupil Premium funding at three distinct tiers within the school, relevant to their needs and priorities for personal development.

- Tier 1 – Focuses on school wide activities designed to address needs within and enriched educational environment.
- Tier 2 – Focuses on specific areas of intervention relevant to the current needs profile in the school.
- Tier 3 – Focuses on individual pupils and families on an individual needs led basis

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction difficulties
2	Cognition and Learning Difficulties
3	Lack of Social opportunities
4	Lack of Parental engagement
5	Emotional regulation difficulties/Anxiety/Social and emotional difficulties

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
Pupils demonstrate improved communication and interaction skills across the curriculum	Through tracking progress through our CLL curriculum pupils will work on key areas: • Joint attention • Play • Social Communication • Expressive Language • Receptive Language • Vocabulary and Speech Review EHCP outcomes for Communication and Interaction and progress monitored via APDRs (Assess Plan Do Review)
To ensure there continues to be no gap between the attainment of disadvantaged pupils and their non-disadvantaged peers across the Westfield School curriculum as identified through baseline assessments and ongoing formative and summative assessment	Improved engagement and progress across the curriculum Termly progress reviews/Analysis of data Budget spend: resources, staff CPD through peer reflection and good practice support, external training as relevant
Pupils to develop independence within the local community, ensuring that all disadvantaged children have the opportunity to access.	Frequent visits to the local community, including shops, library, river. Travel - including train to Marlow. Experiences provide opportunities to practice social skills, road safety understanding, understanding the social behaviours required of different social settings and sensory experiences.
Identified pupils receive consistent and predictable provision to address their needs at home and at school so that they and the family report less stress type symptoms. Budget spend: supported transport, resources if needed, staff dedicated time.	Pupils have excellent attendance. Appointments in and out of school are attended. Parents feel confident in managing their child at home and family life becomes calmer. Effective strategies to support the individual child are recognised and shared between home and school. Each child begins to engage in the local community at a needs and progress relevant level.

Pupils develop their interoception so that they can regulate themselves with independence to remain for longer in, and/or return more quickly to, a learning ready state	Each pupil shows a reduction in frequency and duration of restrictive physical interventions and children are able to return more quickly to a learning ready state.
---	---

Activity in this academic year – 2024-2025

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

TIER 1 - (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation (approx)
Forest School: To purchase Forest School resources and equipment including: Clothing for all children Equipment: For example – tools, ropes, hammocks, safety equipment, cups, flasks, tea-towels Assessment – Camera, IPAD, printing, files, pock-ets. Renewables: Fire, Refreshments and Washing Food Items to support sessions such as bird feeders, bird boxes, mud kitchen etc.	‘Forest School is an inspirational process that offers learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.’ (Forest School England) At Westfield, pupils attend Forest School on site at least once a fortnight in all seasons and weather conditions. Our Forest School programme is not only messy, exciting and fun for our pupils but greatly enhances their progress in terms of their communication, interaction, social skills and much more. Regular activities enjoyed by pupils include den/shelter building, digging, ropeswings, physical challenges, mud-sliding, balancing, nature ID/sketching, natural artwork, wildlife protection, fire-lighting and role-play. Forest School helps children to discover new talents and abilities, learn new skills, take supported risks, solve problems, experience the benefits of team-work, resolve issues and value each other’s contributions.	1,2,3,5	£6000
Curriculum – Communication, Language and Literacy – CPD including SALT / Makaton training. Resources for curriculum areas including ‘Living in the world’ curriculum.	CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment. Resources for curriculum areas including the new LITW curriculum to support engagement and progress across the school	1,2,5	£8000

Targeted professional development for senior leaders and middle leaders.	Support Westfield school senior leaders and middle leaders with a range of projects over the next three years, focusing on effective leadership, change management, and strategic decision-making.		
VINYL ART - Well-being – Regulation	Vinyl art on corridor walls to support regulation and create an inclusive environment with customised wall art designed to meet the diverse needs of all learners. The walls will stimulate sensory engagement and enhance learning experiences for pupils at Westfield with varying needs.	1,2,5	£12000
Tier one - £26,000			

TIER 2 - Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation (approx)
Cookery programme / Food group	The cookery programme will target skills as outlined on the Independence Curriculum for selected classes in Cherry Tree base. Through this provision, the children will be developing their skills to prepare food/meals with increasing independence. The programme will cover the following objectives: When an adult supports me to start, I can prepare food by using different utensils to slice, mash, spread and grate. With minimal support and prompts, I can safely use utensils near heat. With minimal support and prompts, I know how to keep myself safe in the kitchen. (eg. Using oven gloves, not using metal utensils with heat, etc.). With occasional prompts, I can follow a recipe to make a simple dish.	1,2,4,5	£5000
Developmental Play Therapist	Play therapy can help with a variety of issues and circumstances, including trauma, bereavement, anxiety and depression. It may be of help for children who have attention deficit hyperactivity disorder (ADHD) or autism spectrum disorder (ASD),	2,5	£9000

	or whose behaviour and anger are becoming problematic.		
Tier Two - £14,000			

TIER 3 - Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation (approx)
Seesaw	Subscription to the communication tool Seesaw to ensure all those, including all disadvantaged families receive communication from school.	4	£1100
Travel / Community experiences	Experiences will provide opportunities to practice social skills, road safety understanding, understanding the social behaviours required of different social settings and sensory experiences.	2,3	£2500
Parent Support (eg uniform, taxi's and contributions to school trips	School uniform/taxi's along with school trip contributions to be provided to support all disadvantaged families	4	£1000

Estimated Total Cost: £44,600.00