

Pupil premium strategy statement -

Westfield Infant School

This statement details our school's use of pupil premium (and recovery premium) funding for the year 2024-2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	19% (51)
Academic year/years that our current pupil premium strategy plan covers	2024 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Jenny Ruane</i> , Headteacher
Pupil premium lead	<i>Katy Chuter</i> , Deputy headteacher
Governor / Trustee lead	<i>Gail Steele</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£82,000

Part A: Pupil premium strategy plan

Statement of intent

Westfield Infants is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of inclusivity and ambition for all. Our school values the 5 R's include Resilience, Respect, Recognition, Responsibility and Relationships, these values are at the heart of all we do.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our pastoral support is key to supporting whole families, pupil well-being and providing opportunities to ensure children are in school on time and ready to learn. We have a strong ethos of inclusion and, crucially, a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

At Westfield Infants **21%** of our cohort are Double Disadvantaged due to SEND, **13%** Double Disadvantaged due to ACEs (Adverse Childhood Experiences) and **9%** of those children are Triple Disadvantaged due to SEND and ACEs. For us, it is key that we are looking at the whole child to identify challenges to learning and raise attainment.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

Our approach will be responsive to common challenges and individual needs not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

This current plan (2024 - 2025) works towards achieving these objectives by:

- Using PP funding to address academic gaps, social/emotional well-being issues, pupil attendance and parent support.
- Training new and existing staff in being able to accurately assess, support and challenge pupils to make the best possible progress in reading, writing and maths – whatever their starting points.
- Building cultural capital and ensuring equity in accessing good nutrition, school uniform, wider opportunities and key resources (school trips, breakfast club, after school clubs etc).
- Ensuring pupils who are entitled to PP funding and also have special educational needs (SEN) receive academic and wellbeing support tailored to their individual needs.

The key principles of Westfield's Strategy Plan are:

- To support language development including oracy, vocabulary and early reading
- To ensure all pupils across EYFS and Key Stage 1 access high quality early literacy and maths support, to provide them with the best possible start.
- To ensure staff are well-trained and skilled in assessing individual needs and providing a range of academic, SEN and wellbeing support for pupils.
- To implement a shared purpose for our whole community to support parents and families with wider opportunities in line with EEF guidance.
- To ensure equity of opportunity and experience for all our pupils.
- To build self-efficacy, confidence and responsibility.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues. Attendance data indicates that some of our disadvantaged children have lower attendance or more lateness
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Narrowing the attainment gap across Reading, Writing and Maths. A number of our pupils in receipt of pupil premium have identified SEND needs and/or ACEs.
4	Our reading culture needs to continue to be embedded so that families are more involved in our 'love of reading' ethos. Monitoring shows that children, including disadvantaged children are not reading at home often enough to apply learnt phonetic knowledge therefore our focus is to enhance parental engagement.
5	<p>Social and emotional well-being needs to ensure a child is ready to learn. These have been heightened due to the cost-of-living crisis. Referrals for support have increased and more children are needing and accessing support.</p> <p>The cost-of-living crisis has resulted in an increased number of families experiencing financial difficulties. Accessing good nutrition, school uniform, key resources and funding for school trips and wider curriculum activities continues to be a priority.</p>

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
1.	<p>Attendance</p> <p>Good attendance and well-being support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.</p>	<p>To ensure attendance of disadvantaged pupils is in line with our whole school target of 97% (24/25)</p> <p>Regular monitoring and swift intervention and support from our family support worker</p> <p>Good communication between school and home to identify and support barriers</p>
2.	<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
3.	<p>Improved reading/writing/maths attainment among disadvantaged pupils.</p>	<p>Phonics screening scores in 2024/25 show that there is a reduction in the gap between disadvantaged pupils and non-disadvantaged pupils.</p> <p>Disadvantaged pupils provided with phonics resources to support their learning at home.</p> <p>Through monitoring of Power Maths using a triangulated approach – learning walks, work scrutiny and focussed pupil interview.</p> <p>KS1 maths outcomes in 2024/25 show that there is a reduction in the gap between disadvantaged pupils and non-disadvantaged pupils.</p> <p>Consistent approach for T4W in all classes.</p> <p>Key texts identified and taught explicitly across each year group.</p> <p>QFT will include targeted questioning, appropriate scaffolding and knowing our children and families so responses are effective.</p>
4.	<p>Reading is at the heart of our curriculum and all stakeholders in our school community share this ethos.</p> <p>Children and families value and enjoy reading and this is having a positive impact on reading outcomes across the school.</p>	<p>Teacher's role model reading for pleasure and this is evident in sharing a love of reading in class and throughout assemblies.</p> <p>Book corners to contain high quality diverse texts that have been shared by the teacher to</p>

		allow children to access them independently and used alongside 'No Outsiders' initiative.
5.	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Timetable monthly welfare meetings to share difficulties that have arisen, to analyse CPOMs incidents inputted by staff and out appropriate 1:1 or small group provision in place.</p> <p>To identify children receiving ELSA support who are PP and SEN.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development and training for our validated phonics scheme to further support phonics teaching.	EEF (+ 5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children High impact for very low cost based on evidence	2,3 & 4
ELSA supervision	ELSA supervision continues to support the high number of pupils in school who require additional emotional support.	5
Training of EYFS staff in communication and interactions	<p>EEF Communication and Interactions</p> <p>Julie Fisher 'Interfering or interacting?'</p> <p>ECAT strategies</p> <p>High impact for very low cost based on evidence</p>	1

English Lead to attend conference for oracy focus	English leaders to support best practice and high-quality teaching and learning English lead supporting interventions to be highly effective. Subscription to Voice 21. https://voice21.org/	2
No Outsiders Everyone's Welcome training for whole staff	To promote inclusion and prepare children for life as global citizens:- book based approach with diverse range of texts as part of the programme. https://no-outsiders.com/	2 & 5

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Roade English Hub. Daily intervention provided by Little Wandle training given. Cost towards LSA support/ group work	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 6 weeks: Phonics Teaching and Learning Toolkit EEF	2,3 & 4
Cost toward HLTA to develop and implement school Speech and Language therapy programme.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	2

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time and part time ELSAs working across the school to provide 1:1/small group support and well-being advice for families.	EEF (+ 4 months) Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. Behaviour interventions – moderate impact for low cost +4 months Parental engagement – moderate impact for very low cost +4 months	5
Forest Schools Leader	To support our children's well-being, responding to social, emotional and physical needs through exploration and creativity.	5
Subsidised clubs and trips School Uniform vouchers	As a school we feel it is vital to support our community with the cost of school trips/ activities/ clubs to build aspiration to ensure pupils benefit from enrichment activities and wider experiences.	5
Breakfast Club	We run a targeted breakfast club for children in receipt of Pupil Premium funding and for any children/families that need support in getting their children into school.	5
Embedding the use of 'zones of regulation' to support pupils with strategies to support their well-being	EEF (+ 4 months) Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather	5

	than focussing directly on the academic or cognitive elements of learning.	
Attendance analysis work – contacting and supporting families to raise attendance and punctuality. Embedding principles of good practice set out in the DFE’s improving school attendance advice.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	

Total budgeted cost: £82,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- The EEF oral language interventions were used as a starting point to embed dialogic activities. These include Talk4Writing and Poetry Basket. Children were able to use a greater range of vocabulary in their day-to-day speech and their confidence in recital and performance was increased.

This has been implemented across school and in addition, EYFS have daily oracy activities, daily structured Little Wandle Rhyme Time and Weekly structured T4W traditional tales lessons concentrating on a one story for a half term.

- Contextual Data – developing a bespoke curriculum by producing progression maps including knowledge/substantive however due to a change in SLT we decided to purchase a knowledge rich curriculum from PKC which supports a consistent and progressive approach across our school.

PKC has been implemented throughout the school and we are now approaching completion of our first academic year of this new curriculum, children are retaining knowledge from each topic and each year group's content builds on previous learning.

- Our PSHE curriculum and our pastoral support has been greatly improved by accessing CPD to improve the delivery of the PSHE curriculum. The Pastoral team have attended CPD to strengthen the support for all children in school this has included Emotion Coaching and Sensory Circuits training. This resulted in children in mainstream receiving targeted support with their emotional regulation.

Children have received equity of opportunity with individual timetables responding to their need. We have expanded our pastoral team so we can offer Thera play and Attention Bucket interventions to more children. When children are referred for ELSA, they complete a pre-assessment and then a post-assessment at the end of their cycle. 100% of children who attend ELSA showed a positive impact and were able to be discharged.

- Assessment of the Big Moves intervention has shown that 100 % of children significantly improved their scores.

We have targeted Big Moves support in Year 1 to support children that did not achieve their GLD in Physical Development in EYFS.

- Breakfast club has impacted individual children in terms of their transition into school providing a positive start to the day allowing learning to begin immediately. This has also strengthened relationships with caregivers making the beginning of their day less difficult.

We continue to be able to offer breakfast club to our disadvantaged children on either a long term or short-term basis. This has resulted in a reduction in persistent absenteeism and an increase in punctuality for our disadvantaged children.

- Children have been able to access school trips and visitors in school bringing learning to life and giving them experiences that they otherwise may not have had. This has increased the cultural capital offer of the school.
- We have continued plan for school trips that are age appropriate for each year group.
- We have sought support from an attendance officer who attends regularly to monitor persistent absentees and provide next steps to improve their attendance. This is something we intend to continue and strengthen in the next academic year during monthly welfare meetings.
- The TELA Attendance officer is no longer available to us however we have strengthened our welfare team by adding our SBM to the monthly welfare meetings, we also have attendance team meetings on a weekly basis to ensure we are supporting our persistent absentees and improving punctuality across the school.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.