

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year 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 the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Westfield Infant School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Adam Squires Headteacher
Pupil premium lead	Adam Squires Headteacher
Governor lead	John Poultney

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,400
Recovery premium funding allocation this academic year	£2,127
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£57,527</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is 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 academically more able.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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 are 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

## Challenges

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

Challenge number	Detail of challenge
1	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 Year 2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Analysis of contextual data shows that, of the 56 pupils identified as Pupil Premium (19.6% of the total number on roll), 17 children (30% of the PP cohort) also have Special Educational Needs (including 9 children with an EHCP), whilst 11 children (19%) also have English as an additional language. Two pupils are also Looked After Children (in care of the Local Authority).

3	Analysis of data shows that attainment and progress among disadvantaged pupils is below that of their non-disadvantaged peers in Reading and Maths, and significantly below in Writing.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Our attendance data for 2021-22 indicates that attendance among disadvantaged pupils was 1.8% lower than for non-disadvantaged pupils

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
The attainment gap between disadvantaged pupils and their non-disadvantaged peers is narrowed	At the end of Key Stage 1 the gap in Reading has narrowed to 15%; in Writing to 12%; and in Maths to 15%.
Achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	Sustained well-being is demonstrated by <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Achieve and sustain improved attendance for all pupils in our school, particularly our disadvantaged pupils	Sustained high attendance is demonstrated by <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3.5%.</li> </ul>

## 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: £28,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for subject leaders on curriculum development and implementation	Evidence suggests that a well-designed and taught curriculum, which includes clear assessment processes, contributes to high-quality teaching leading to improved pupil learning, particularly for disadvantaged pupils	3
Embedding dialogic activities and interventions across the school curriculum. We will purchase resources and fund staff CPD and release time.	There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation</a>	1, 3
Improve the quality of social and emotional learning (SEL). SEL approaches will be embedded into routine educational practice and supported by CPD for staff. The role of the school's Pastoral Manager will also be partly funded through Pupil Premium	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. <a href="#">EEF Social and Emotional Learning</a>	3, 4

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

Budgeted cost: £19,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide school-led 'catch up' interventions for pupils whose education has been most impacted by the pandemic.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind <a href="#">EEF Teaching and Learning Toolkit   Primary Strand</a>	3, 4

Continue to embed the use of colourful semantics across the school	Evaluation of the programme has shown that participating pupils make significant gains in their ability to write in sentences	3, 4
Continue to use the Big Moves programme across the school to develop pupils' gross motor skills	Evaluation of the programme has shown that participating pupils make significant gains in handwriting and fine motor skills, as well as improvements in concentration, listening and physical movement skills.	3, 4

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Breakfast Club for disadvantaged pupils. As well as breakfast, children also get the opportunity for 1:1 reading support	Our research shows that a proportion of our Pupil Premium pupils do not regularly eat breakfast, which impacts upon their capacity to learn.	3, 4, 5
Continue to make enrichment activities accessible for disadvantaged pupils, e.g. school trips, after school clubs, Forest School activities	Previous evaluations of pupil participation in enrichment activities have shown a significant impact on behaviour, attendance and well-being	3, 4, 5
Embed principles of good practice set out in the DfE's <i>Working together to Improve School Attendance</i> advice. This includes buying into TELA's attendance service for the use of an Educational Welfare Officer	The DfE guidance has been informed by schools that have significantly reduced levels of absence and persistent absence	5
Contingency fund for acute issues	Based on our experiences, we have identified a need to set aside a small amount of funding to respond quickly to needs previously unidentified	All

**Total budgeted cost: £57,527**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The school's end of Key Stage 1 data for 2021-22 suggested that, although the performance of disadvantaged pupils was lower than that of their non-disadvantaged peers in Reading, Writing and Maths, the gap has narrowed in Reading and Maths to the extent that the success criteria for these subjects in the current strategy plan have been met. Furthermore, the performance of Westfield disadvantaged pupils in Reading and Maths exceeded the national average (see table below).

	All pupils	Disadvantaged pupils	Disadvantaged pupils (national)
Reading	<b>72%</b>	<b>62%</b>	<b>51%</b>
Writing	<b>59%</b>	<b>37%</b>	<b>41%</b>
Maths	<b>73%</b>	<b>62%</b>	<b>52%</b>

Our assessment of the reasons for this outcome points to three reasons for this improvement:

- High quality teaching of a well-designed curriculum
- The use of small group (1:3) tutoring
- Smaller class sizes in Y2 – the cohort was organised in to four classes instead of three

The gap in attendance between disadvantaged pupils and their non-disadvantaged peers narrowed significantly last year; however, this was because overall attendance declined rather than the attendance of Pupil Premium children increased. Attendance therefore remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, well-being and mental health continued to be significantly impacted last year, primarily due to pandemic-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide well-being support, and targeted interventions where required. This continues to be a priority for this plan.

## Further information (optional)

### **Additional activity**

Our Pupil Premium strategy will be supplemented by additional activity that is not funded by Pupil Premium or Recovery Premium. This will include

- Offering a wide range of high-quality extracurricular activities to boost well-being, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.