

Pupil premium strategy statement –

Westfield Infants School

This statement details our school's use of pupil premium (and recovery premium) funding for the year 2023 -2024 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	278
Proportion (%) of pupil premium eligible pupils	19.2% (54)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Jenny Ruane, Headteacher</i>
Pupil premium lead	<i>Katy Chuter, Deputy headteacher</i>
Governor / Trustee lead	<i>Gail Steele, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,205
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£80,205

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 high attainers.

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 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

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments in EYFS show that a proportion of children, including the disadvantaged children, start school below the expected standard in reading, writing and maths.
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

	<p>KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 3 years, between 66 – 88 % of our disadvantaged pupils arrive below age-related expectations compared to 54 - 56% of other pupils.</p> <p>This gap is closed by the end of KS1.</p>
4	<p>Internal and external assessments indicate that math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 66 – 70% of our disadvantaged pupils arrive below age-related expectations compared to 36 - 50% of other pupils.</p> <p>This gap remains steady to the end of KS1.</p>
5	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is in line with that of non-disadvantaged pupils. However, we are well below the national average in this area of learning.</p> <p>On entry to Reception class in the last 3 years, between 66 - 88% of our disadvantaged pupils arrive below age-related expectations compared to 54 - 60% of other pupils.</p> <p>This gap is closed by the end of KS1.</p>
6	<p>Quality first teaching across our has not been consistent across cohorts and as a result this continues to be a whole school priority.</p>
7	<p>Our reading culture needs to become more established 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.</p>
8	<p>Discussions, observations and liaison with external agencies indicate that 35% of our disadvantaged children require support with their well-being in order to access their learning successfully.</p>
9	<p>Persistent absenteeism is just below National but remains a cause for concern.</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.	EYFS provision ensures that children who are below the expected standard in core subjects are swiftly identified and support. SEND children and children with SALT need to be swiftly supported.	Pupils are identified at parent consultations at the beginning of the year alongside transitional information from preschool visits in the previous Summer term. Teacher observations and outcomes of the RBA provide evidence of attainment.
2.	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.
3.	Improved reading attainment among disadvantaged pupils through implementing Little Wandle phonics scheme.	Implementation of Little Wandle phonics scheme ensures consistency in approach across EYFS & Year 1. Phonics screening scores in 2024/25 show that there is a reduction in the gap between disadvantaged pupils and non-disadvantaged pupils..
4.	Improved maths attainment for disadvantaged pupils at the end of KS1 with the implementation of Power Maths consistently across school.	Through monitoring of Power Maths using a triangulated approach – learning walks, work scrutiny and focussed pupil interview. Children who have not grasped content are swiftly supported to ensure they keep up. Outcomes of termly Power Maths assessments are improved. KS1 maths outcomes in 2025/26 show that there is a reduction in the gap between disadvantaged pupils and non-disadvantaged pupils..
5.	Improved writing outcomes for the disadvantaged pupils through explicit	Consistent approach for T4W in all classes.

	teaching of writing composition following the 'Talk for Writing' approach.	Key texts identified and taught explicitly across each year group.
6.	<p>Effective CPD results in all staff demonstrating consistent approach to teaching & learning, using our teaching and learning model as a basis and following research to support effective teaching strategies.</p> <p>All children receive QFT (Quality First Teaching)</p>	<p>Rigorous approach to CPD using evidence base as a starting point.</p> <p>Learning walks demonstrate application of evidence-based strategies.</p> <p>Assessments show that children can make good progress with lessons and over time.</p> <p>Gaps in attainment are narrowing between the disadvantaged and non-disadvantaged groups.</p> <p>All teachers encouraged to apply for NPQs indifferent areas to strengthen educational pedagogy across our staff.</p>
7.	<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>Teachers 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 allow children to access them independently and used alongside 'No Outsiders' initiative.</p>
8.	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>
9.	To improve attendance overall and target persistent absentees.	<p>Monthly welfare meetings to identify children and AWO to action according to procedures.</p> <p>Partnership with parents to improve attendance for those families identified, School welfare team to help discover barriers and find agencies/ strategies to support.</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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme Little Wandle to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>£15,000</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1 2 3 5 7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to keep up to speed with new developments via accessing new development groups.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>£780.00</p>	<p>4</p>
<p>New curriculum Primary Knowledge Curriculum</p> <p>We have purchased this curriculum after liaising with Westfield Junior School who began using it in Autumn 2022. They have achieved great success so far and we felt it was essential for our children to have continuity.</p>	<p>£2292.00</p> <p>https://www.primaryknowledgecurriculum.org/</p>	<p>2, 6</p>
<p>Teach like a champion books for every teacher. This book was referenced during staff training and is our ongoing staff CPD as part of our staff meeting cycles. This uses evidence based strategies to improve teaching and learning.</p>	<p>£400.00</p> <p>https://teachlikeachampion.org/</p>	<p>6</p>

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

Budgeted cost:

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 local English hub. Daily intervention provided by Little Wandle training given.	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 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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	1, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Full time ELSA working across the school to provide 1:1/small group support and well-being advice for families.	£31,560	8, 9

<p>No outsiders programme</p> <p>To promote inclusion and prepare children for life as global citizens:- book based approach with diverse range of texts as part of the programme.</p>	<p>£500.00</p> <p>https://no-outsiders.com/</p>	<p>8, 9</p>
<p>Forest Schools Leader – to support our children’s well-being, responding to social, emotional and physical needs through exploration and creativity.</p>	<p>£18,000</p>	<p>8</p>
<p>School Uniform vouchers</p>	<p>£3059.00</p>	<p>8</p>
<p>Breakfast Club</p> <p>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.</p>	<p>£8360.00</p>	<p>8</p>
<p>AWO</p> <p>Our AWO provides school with advice and support for any children where absence is a concern. Support/next steps are agreed by AWO and school and implemented. To ensure that persistent absence rates decrease.</p>	<p>£1511.06</p>	<p>9</p>

Total budgeted cost: £81,462.06

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