



## Pupil premium strategy statement – Westdale Infant School 2024-25 - 3 Year Plan – Year 3

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

### School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	8% (reduction in nos)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 <b>2025-2026</b>
Date this statement was published	16 December 2024
Date on which it will be reviewed	31 March 2025
Statement authorised by	Rebecca Lewis
Pupil premium lead	Rebecca Lewis
Governor / Trustee lead	Suzy Burton - Saunders

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640
Early years Pupil Premium	£1250
Recovery premium funding allocation this academic year	£1341
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,231

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of background or challenges, make good progress in their learning, achieve their potential and aspire in all subject areas. We will consider the needs of our vulnerable children, including all those who have, or have had, social care involvement.

Our values at Westdale underpin our curriculum, experiences, teaching and learning. These are kindness, respect, resilience, aspiration, diversity, community and responsibility. These are specifically taught and interwoven in all of our teaching and learning through our Westdale Sprites, rainbow values and our passport to life.

Our curriculum ensures that all children access a broad, balanced, challenging and progressive curriculum that is knowledge and skills rich, equipping and ensuring all children can fulfil their potential regardless of background or ability. Alongside this is the offer of a curriculum that is rich in vocabulary and oracy to broaden experiences and entice learning. We promote a love of reading and highlight the importance of literacy as the key to opening experiences and all learning.

Our curriculum is constantly reviewed to ensure it meets the needs of all children, to address gaps, excite learning and develop curiosity. At the heart of this is the belief that all children should access excellent teaching by their class teacher. All our staff and governing body are committed to ensuring all children make progress in all areas of their learning. Alongside this is the commitment to children to reach their full potential by learning about the importance of mental health, giving children the emotional literacy and understanding to be ready to learn, feel and be safe. This is enabled by the importance we place on the PSHRE curriculum and the recent introduction of the Zones of Regulation that teach and support the development of emotional literacy for all children. We have developed calming areas and spaces in each classroom and have a specialised Elsa TA who supports both staff and children directly with pastoral care and nurture. Our recent extension of continuous provision into Year 2, following on from its successful transition into Year 1, supports our children to continue with play, exploration and the opportunity to develop social and communication skills alongside the ability to practice and embed learning with independence. We pride ourselves on our caring and nurturing school. Alongside our high expectations in reading, writing and numeracy, the importance of wellbeing supports our children in being ready for their next stages in their educational journey into Year 3 and beyond.

We know that some of our pupil premium children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These include lower levels of and specific need in relation to oracy and language, higher levels of absence and punctuality compared to non-pupil premium children, reduced exposure to books and reading, gaps in learning and lower aspirations. Alongside this we have a higher percentage of PP children with more complex needs involving SEND.

Our priority with spending works towards addressing these challenges with the priority being to provide children with the very best education through quality first teaching, a knowledge rich and experiential curriculum. High quality teaching is at the heart of our approach (EEF Maximising Learning). This year we continue to prioritise training and team work to ensure high quality, consistent teaching for all. Access to high quality teaching for all is proven to have the greatest impact on closing the disadvantage gap whilst also investing in our staff and benefiting all of our community.

This year to support gaps in learning and an increase in children with SEN, we have extended our learning Hub into Foundation. In addition to our Hub started last year, we have created calming areas in Foundation where children can access sensory breaks, small group sessions and booster groups.

Our Hubs are supported by our L5 TA, our ELSA TA and a new specialised SEN TA who works in Foundation – working closely with class teachers, the Senco and PCA staff.

We know our families very well and offer a personalised approach in supporting the disadvantaged. We also recognise that children who are not in receipt of PP can also suffer disadvantage in terms of their background and home circumstances and we support their needs in similar ways.

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. We know that our disadvantaged pupils have been worst affected by the recent COVID 19 pandemic. We are still seeing impact in communication and language, personal, social and emotional wellbeing and development – all these impact a child's readiness to learn and thrive.

Our approach will be responsive to individual needs and common challenges. We will use robust assessment to identify and monitor impact. To ensure effective impact we will:

- Invest in teaching and learning so that all children receive excellent quality first teaching
- Act early to intervene at the point need is identified. This is either in the classroom or through additional support to meet gaps in learning via our Hub provision.
- 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	Assessment and monitoring indicate lower attainment of disadvantaged pupils particularly in phonics, reading and writing
2	Monitoring shows that in attendance and punctuality there is a slightly higher absence and lateness compared to non-pupil premium. This impacts on attainment and progress due to missed learning. (17% persistent absentee – although current low numbers on PP roll impact this)
3	Monitoring and observations indicate that there is a lower level of reading at home, alongside lower levels of vocabulary and language. This impacts phonics, reading and writing and access to all curriculum areas resulting in lower attainment for our disadvantaged in these key areas.
4	Monitoring, observation and discussions with families have identified social and emotional issues including self-esteem, resilience and friendships. These challenges particularly affect our disadvantaged and vulnerable children including their readiness to learn and their attainment.
5	Monitoring and observations indicate more complex needs with higher levels of our disadvantaged pupils having some area of SEND.

## 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
Continued good attainment in phonics, reading and writing – with a particular focus on our disadvantaged children	<p>Continued improved attainment in phonics across all year groups.</p> <p>Robust monitoring will show gaps decreasing and attainment improving.</p> <p>Monitoring will show improvement in spelling in writing, showing the impact of high quality phonics teaching and learning.</p>
To Improve attendance and punctuality for disadvantaged pupils and decrease persistent absenteeism.	<p>Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children.</p> <p>Reduced instances and minutes of learning missed by our PP children. Children are there for all of their learning and come to school ready to learn. Monitoring will show improvement in phonics attainment which will impact reading and writing.</p> <p>Any persistent absence is rapidly addressed working with families to improve outcomes.</p> <p>Monitoring will show actions school has taken by our attendance lead and show an improvement over time. Improved attendance of DP children to 97%</p>
Improve reading attainment among our disadvantaged pupils	<p>Monitoring of reading diaries and dojo will show improved regularity of reading at home.</p> <p>Regular reading volunteers and support staff / teachers will read with disadvantaged pupils.</p> <p>Pupils reading book will match phonics level, this will impact progress and pupils will be making accelerated progress.</p> <p>Reading outcomes in 2024/25 for Early Years pupils and end of KS1 will be sustained. As we have low numbers of PP children at our school, targets for children will be set individually and outcomes will show that these aspirational targets are tracked and met.</p>
Improve writing attainment among all of our pupils with a particular focus on disadvantaged pupils	<p>Continue to train new to school staff in our phonics scheme and monitoring and observations show that teaching and learning is consistent and high quality.</p> <p>Monitoring shows phonics impacting spelling and writing in books</p> <p>A continued whole school focus on handwriting will impact on books and attainment.</p> <p>Continue with moderation and tracking of writing- a writing portfolio will be built up in each year group termly – to track and monitor progress and attainment.</p>

	<p>Colour semantics to be continued to support gaps in learning in sentence construction for identified children.</p> <p>Drawing Club continued in EYFS and extended to Y1 to promote early writing and entice reluctant writers to write.</p> <p>An improvement in writing and attitude to writing, particularly amongst our disadvantaged boys. Monitoring will show accelerated progress from starting points, a more positive attitude and higher attainment at the end of EY and KS1. Again, as we have low numbers of PP children, targets will be set individually and outcomes will show that these aspirational targets are tracked and met.</p>
<p>To achieve and sustain improved wellbeing for pupils in our school, particularly our vulnerable and disadvantaged children.</p> <p>Zones of Regulation will be introduced to support some of our most vulnerable children or identified children with needs in SEMH.</p>	<p>Sustained high levels of well being.</p> <p>Monitoring will show improved behaviour.</p> <p>Improvement in attendance and punctuality.</p> <p>Specific monitoring of Elsa involvement will show improvement in wellbeing and readiness to learn.</p> <p>Monitoring will show improvement of attainment and progress in books.</p> <p>Pupil voice will indicate high levels of wellbeing.</p> <p>Pupil and parental voice will show that pupils feel safe in school and know how to access support if needed.</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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with DfE accredited phonics scheme.</p> <p>Invest in resources to support.</p> <p>Continue to access CPD to support this scheme.</p> <p>Support staff to observe and work with peer experts to develop consistency and expertise.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: + 5 months EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1 3
<p>Ensuring all children have access to quality first teaching.</p>	<p>Research undertaken by the Education Endowment Foundation EEF shows,</p>	1 3

Ensuring all teaching and learning is consistently good. Monitoring highlights CPD needs and these are addressed.	<i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i>  Investing in CPD and support for high quality teaching will support all our children to make progress as well as investing in our teaching staff.	
Dedicated leadership time is given to ensuring high quality teaching and learning in all curriculum areas and that all children are making good progress in knowledge and skills	Investment in ensuring quality first teaching is consistent across all of school in all curriculum areas.  Teaching staff – particularly new leads such as our English Lead this year, have time to observe and monitor teaching and progress in learning against their subject leader curriculum areas.	1 3
Continue with Writing Club in F2, train new staff and extend for term 1 in Y1  Extend to F1	Drawing Club, Scribble Club (F1) and Talk for Writing (Y1) will develop oracy, vocab, story telling and writing  Research (EEF) highlights the importance of high quality interactions between adults and children to develop their communication and language skills  <a href="#">Preparing Literacy Guidance 2018.pdf</a>	1 3
Extending continuous provision with challenge and focus for Y2 – this will support SEMH, language acquisition, engagement, interactions, and enable high quality targeted first teaching	Working alongside family of schools and other local schools who are adopting a similar approach with positive feedback  More quality feedback EEF +7 CPD Early Excellence	1,2,3,4,5

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic booster sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: + 5 months EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 3
Class teachers, English and PP Lead work with families to	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	1 3

<p>increase reading at home through monitoring and communication.</p> <p>Offer open mornings across all year groups and information / support to all our parents and carers so they can support children in relation to phonics scheme.</p> <p>Continue to increase opportunities to read in school, training up reading volunteers and timetabling extra reads by members of teaching staff</p>	<p>word reading (though not necessarily comprehension), particularly for disadvantaged pupils: + 5 months EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Purchase of extra phonics books and other rich texts to support accelerated progress in reading and writing.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: + 5 months EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1 3
<p>Program of nurture and SEL interventions (ie Lego therapy, circle of friends, social stories) led by ELSA TA to identified children</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4 5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce Zones of Regulation and Emotion Coaching to all children. Zones will be part of the PSRE curriculum, with CPD for all staff, resources to support, regular staff meetings and leadership monitoring to review impact and next steps.</p> <p>Offer parent and carer information meetings and specific support from ELSA /</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">Working with Parents to Support Children's Learning   EEF</a></p>	1 3 4

SENCo to support and signpost families.		
Start OPAL to improve lunchtime play so that all children have the opportunity to continue with good physical play outside and opportunities to play socially – with a view to improved wellbeing, readiness to learn, improved social and emotional, physical development and communication and language.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.eef.org.uk/~/media/EEF/EEF%20Social%20and%20Emotional%20Learning%20pdf(educationendowmentfoundation.org.uk)"><u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></a> <a href="https://www.eef.org.uk/~/media/EEF/EEF%20The%20Case%20For%20Play%20In%20Schools%20Exec%20Summary.pdf"><u>The-Case-For-Play-In-Schools-Exec-Summary.pdf</u></a>	4 5
Continue to embed and train new staff on supporting challenging behaviour, emotion coaching and anti-bullying approaches in line with relationship based policy.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.eef.org.uk/~/media/EEF/EEF%20Social%20and%20Emotional%20Learning%20pdf(educationendowmentfoundation.org.uk)"><u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></a>  EEF Behaviour Interventions +4	4 5
Embedding principles of good practice set out in DfE's Improving School Attendance advice  This will involve CPD, attendance at LA networks and time to implement new procedures and systems.	Embedding principles of good practice set out in DfE guidance, <a href="#"><u>Improving School Attendance</u></a> advice.	2
Funded access to breakfast club to support PP families with attendance / punctuality concerns	Embedding principles of good practice set out in DfE guidance, <a href="#"><u>Improving School Attendance</u></a> advice.	2 4
Generic and specific SEL support and signposting offered to parents and carers by ELSA TA / Mental Health Lead	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.eef.org.uk/~/media/EEF/EEF%20Social%20and%20Emotional%20Learning%20pdf(educationendowmentfoundation.org.uk)"><u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></a>  	2 4 5
Continue with good communication with parents to promote and enable good parental engagement via dojo. Parent involvement termly tracking and action including reading at home and attendance through assemblies, celebrations. SLT on the school gates in the morning to develop	EEF research evidences +4 months academic attainment  <a href="#"><u>Working with Parents to Support Children's Learning   EEF</u></a>	3 4

relationships and engage with parents and carers		
<p>Increase access to sensory areas, quiet learning areas in every classroom / year group – to support co and self regulation for all children so that children are ready to learn and are able to access quality first teaching</p> <p>Alongside this – increasing continuous provision in to Y2 – supports all children to access the classroom and quality first teaching with their peers – it enables high quality teaching and teacher feedback.</p>	<p>EEF research - effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="#">Improving behaviour in schools</a></p>	5
<p>Continue to enhance CPD for all staff, including ECT's and new to school – to ensure teachers and support staff adopt and are confident in using a range of strategies to support children with SEND – ie explicit instruction, scaffolding, cognitive and metacognitive strategies.</p> <p>Leadership to monitor inclusive practice across the school – so that all pupils can access classroom learning and make progress.</p>	<p>Information from EEF toolkit –</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> <p><a href="#">Special Educational Needs in Mainstream Schools—Recommendations</a></p>	5

**Total budgeted cost: £29,257**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils 2023-24

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<p>1. Purchase and roll out a new accredited phonic scheme, Supersonic, Phonic Friends so that knowledge, word reading and writing improves.</p> <p>Assessments July 24 showed that:</p> <p><b>Foundation 2</b> – 77% attained age related or ELG in Word Reading – in line with national 68.3% attained age related or ELG in writing – slightly below national but good progress from starting points</p>

**In Year 1**, 66.7% (5/6 children) of our disadvantaged Y1 children passed their phonics screening in July 2024 – higher than national and LA %

85% of our Y1 children passed their phonics screening, slightly higher than LA and national

93% of children at the end of KS1 had passed their phonics screening assessment – 100% of our PP children

72% of all children attained age related at writing at the end of Y1 (55% of PP)

76% of all children attained age related at reading at the end of Y1

56% of our PP children (5/9) and 77% of non PP children.

## **In Year 2**

**Reading - 80%** attained age related at the end of KS1, 50% of PP pupils (3/6) – our school ranked 31 in LA and % was above local and national

**Writing- 70%** attained age related at NC level in writing, with 67% (4/6) of our PP pupils attaining national standard attainment – an increase on previous years

Our focus in our SIP and Pupil Premium Strategy, this year continues to be to ensure that a good attainment in phonics follows through to good progress and attainment in reading and writing for both PP and non PP.

## **2. To Improve attendance and punctuality for disadvantaged pupils and decrease persistent absenteeism**

*Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children.*

Attendance target for the whole school is 97%

PP attendance was slightly below this at 94.74%, non PP attendance was 96.20% but an increase from the previous year.

Only 1 PP child was categorised as persistently absent – below 90%

Our access to wraparound and a soft start is enabling more of our children to start the day successfully and on time.

## **3 Improve reading attainment among our disadvantaged pupils**

As above – our new phonics scheme and teaching and learning alongside purchasing scheme reading books and focus in CPD – supported a high profile on the teaching and learning of reading. Data from across all year groups showed an increase in reading attainment for all pupils.

## **4 Improve writing attainment among our disadvantaged pupils**

All staff are trained in our new phonics scheme and monitoring and observations show that teaching and learning is consistent and high quality – **achieved**.

Monitoring shows phonics impacting spelling and writing in books – **achieved**.

A whole school focus on handwriting will impact on books and attainment – **achieved**

An improvement in writing, particularly amongst our disadvantaged boys. Monitoring will show accelerated progress from starting points, a more positive attitude and higher attainment at the end of EY and KS1. Again, as we have low numbers of PP children, targets will be set individually and outcomes will show that these aspirational targets are tracked and met. **Individual tracking and monitoring showed personal improvement from starting points for all our disadvantaged pupils. Writing attainment was back in line with local and national in KS1, slightly below in F2 – this continues to be a focus in 2024-25.**

## Externally provided programmes

<i>Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.</i> Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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

- Continuing to embed effective practice around feedback. EEF evidence demonstrates this has significant benefits for all pupils, particularly disadvantaged pupils.
- We continue to work with the Nottinghamshire Mental Health Team, hosting workshops for parents and staff and making referrals to support children and families in need. Our Senior Mental Health Lead completed her qualification in 2023 and continues to impact on our SEMH need in school.
- We have extended our Learning Hubs this year to include Foundation Stage with budget being allocated to support additional staffing, CPD and resources, due to the high number of need in this year group and the success of our Hub in main school.
- We have extended continuous provision to Y2 to support all children access quality first teaching, investigate and embed learning across all year groups.