



Pupil premium strategy statement – Westdale Infant School 2023-24 - 3 Year Plan – Year 2

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	201
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2025-2026
Date this statement was published	20 December 2023
Date on which it will be reviewed	31 March 2024
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	£26,190
Early years Pupil Premium	£1600
Recovery premium funding allocation this academic year	£1467
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <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>	£29,257

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, such as 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 through weekly R time teaching, the use of the Colour Monster in class, worry boxes in each class and the employment of a specialised Elsa TA who supports both staff and children directly with pastoral care and nurture. 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 started our learning Hub. We have adapted the old library, off the hall, partitioning this space off to provide a quiet, calming area where children can access sensory breaks, small group sessions and booster groups. This is run by our L5 and ELSA TA, who work closely with class teachers and the Senco.

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 partial closures of schools and that the attainment gap has grown as a result of national lockdowns due to COVID 19. In addition to that, we have found that the emotional wellbeing of some of our children has suffered.

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 higher absence and lateness compared to non-pupil premium. This impacts on attainment and progress due to missed learning.
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 more complex needs involving 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
<p>Continue embedding our new Phonics Scheme. Whilst our phonics screening rate has improved since introduction in September 2022, we now need to ensure writing and reading continues to improve to show impact.</p> <p>100% of our Y1 disadvantaged pupils passed their phonics screening in 2023. There was also an increase in the Y1 pass rate from previous years, with 90% of our pupils passing.</p> <p>Whilst our % of PP pupils was lower in Y2 resits percentage wise, as we have a small number of PP, 6 out of 8 pupils passed their resits.</p> <p>So that - there is continued improved Phonics attainment among disadvantaged pupils in all year groups.</p>	<p>A higher proportion of disadvantaged children achieving the early learning goal in word reading in 2023 and passing the phonics screening test in year 1.</p> <p>Continued improved attainment in phonics across all year groups.</p> <p>Gaps in learning are addressed with phonic burst 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>
<p>To Improve attendance and punctuality for disadvantaged pupils and decrease persistent absenteeism.</p> <p>In 2022-23 attendance of PP still remained slightly below non PP – 93.95% compared to 95.89%. It showed an increase each term and monitoring showed swift responses and actions to support punctuality and absence. We will continue to work towards reducing this gap and increasing attendance and punctuality.</p>	<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>
<p>Improve reading attainment among our disadvantaged pupils</p> <p>In 2023 – 73.3% of all pupils met NS in reading at the end of KS1</p> <p>50% of our PP children(4 out of 8) – so this gap was still significant. We will continue to focus on this 2023 – 24 – continuing to roll out our new phonics scheme and giving time to impact children who will have accessed for 2 years.</p> <p>In Y1 our reading attainment increased for all to 85% of children at age related, with 76% (4/6) PP children at age related.</p> <p>In F2 – 100% of our PP children attained GLD (3 out of 3 pupils)</p>	<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 increase. 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>
<p>Improve writing attainment among our disadvantaged pupils</p>	<p>All staff are trained in our new phonics scheme and monitoring and observations show that teaching and learning is consistent and high quality.</p>

<p>This continues to be high priority on our School Improvement Plan due to a significant decrease in attainment in writing at the end of KS1 2023 – only 41.5% attained NS in writing and 0 of our 7 PP children met NS in writing. We believe this was a cohort with significant gaps in learning due to Covid during their FS year. Whilst they made good and accelerated progress during 2022-23 – it was not sufficient for many to enable them to meet NS.</p> <p>In Y1 – 76% met end of year standards, and 67% (4/6) of our PP children. We need to continue and improve on this during their Y2 year 2023-24.</p> <p>In FS 80% of all pupils attained ELG in Literacy, and 100% of our PP children (3 out of 3 pupils)</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>A new toolkit to support 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 introduced following staff training to support sentence construction – a key area of development identified by the senior leadership team.</p> <p>New Message Centres and Drawing Clubs to promote early writing set up in EYFS</p> <p>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.</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>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>1 3</p>

Continue to access CPD to support this scheme. Support staff to observe and work with peer experts to develop consistency and expertise.	necessarily comprehension), particularly for disadvantaged pupils: + 5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Ensuring all children have access to quality first teaching. Ensuring all teaching and learning is consistently good. Monitoring highlights CPD needs and these are addressed.	Research undertaken by the Education Endowment Foundation EEF shows, <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.	1 3
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 have time to observe and monitor teaching and progress in learning against their subject leader curriculum areas.	1 3
Access to CPD on colour semantics as a strategy to support sentence construction and improve writing CPD for EYFS on message centres and drawing club to raise offer of writing in EYFS Updating resources in EYFS- such as writing sheds for outside EYFS and main playground and resources for internal writing areas.	Oral Language Interventions EEF – as these strategies support language development, language structure, following instructions, increasing vocabulary,	1 3
Extending continuous provision with challenge and focus for Y1 – 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
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<p>Additional phonic booster sessions targeted at disadvantaged pupils who require further support.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 3</p>
<p>Class teachers, English and PP Lead work with families to 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>Increase opportunities to read in school, training up reading volunteers and timetabling extra reads by member of teaching staff</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 3</p>
<p>Purchase of extra phonics books 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 3</p>
<p>Program of nurture and SEL interventions led by ELSA TA to identified children</p> <p>Introducing Zones of Regulation to support some children with emotional literacy</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>EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p>	<p>4 5</p>
<p>Small lunchtime club with ELSA TA offered to pupils to support with SEL and SEND</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>EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p>	<p>4 5</p>

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the quality of social and emotional learning (SEL) SEL approaches will be embedded in routine and daily practice. Continued professional development and training for staff</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): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p>	1 3 4
<p>Whole staff training on supporting challenging behaviour, emotion coaching and anti-bullying approaches in line with relationship based policy.</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): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk) EEF Behaviour Interventions +4</p>	4 5
<p>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.</p>	<p>Embedding principles of good practice set out in DfE guidance, Improving School Attendance advice.</p>	2
<p>Funded access to breakfast club to support PP families with attendance / punctuality concerns</p>	<p>Embedding principles of good practice set out in DfE guidance, Improving School Attendance advice.</p>	2 4
<p>Generic and specific SEL support and signposting offered to parents and carers by ELSA TA / Mental Health Lead</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): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p>	2 4 5

Total budgeted cost: £29,257

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed performance for our school's disadvantaged pupils during the 2022/23 academic year using EYFS performance data, key stage 1 performance data, phonics check results and our own internal assessments and monitoring. Following Covid, there were still significant gaps in attainment especially writing for both PP and non PP children particularly in Y2. Whilst progress is seen in identified areas, actions will need a longer timeframe to close these significant gaps.

1. Purchase and roll out a new accredited phonic scheme, Supersonic, Phonic Friends so that knowledge, word reading and writing improves.

A new accredited scheme was purchased and rolled out. We made a significant investment in training all staff, utilising inset days and accessing training directly from the company itself.

We also invested time and resources for staff planning, observations of each other and to support the new scheme.

We completely recategorized our reading book system, buying in the expertise of the phonics accredited company, and replenishing some gaps in books.

We rolled out a significant amount of training and support for parents and carers- offering phonic workshops, and online training resources, hard copies of learning packs – to support parental engagement and home learning.

Assessments July 23 showed that:

Foundation 2 – 81% of our children attained ELG in word reading

Of our PP (7 children) 86% attained ELG word reading

Non PP - 80% attained ELG in word reading

In writing at the end of F2, 79% of our children attained the ELG for writing

100% of our PP children, and 79% of our non PP children.

In Year 1, 100% of our disadvantaged Y1 children passed their phonics screening in July 2023.

90% of our Y1 children passed their phonics screening, an improvement on previous years

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

67% of PP children were assessed at age related in writing, compared to 76% non PP children

85% of all children attained age related at reading at the end of Y1

67% of our PP children (4/5) and 85% of non PP children.

Monitoring of lessons, feedback from children and parents, as well as staff showed that our new phonics scheme was well received and had significant impact particularly in F1, F2 and Y1.

In **Year 2**, whilst it did have impact, we must consider that these children had a hybrid of phonics teaching and learning, with a significant gap identified in phonics during their Foundation Year, which was during Covid.

Reading - 73.3% attained age related at NC, 50% of PP pupils (4 out of 8)

Writing- 36.7% attained age related at NC level in writing, with 0 of our PP pupils attaining national standard attainment – this is significantly lower than any of our previous years.

Our focus this year in our SIP and Pupil Premium Strategy, is 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.

This was not achieved, attendance was slightly below – 93.95% compared to 95.89% with a noted increase term on term.

<p>We want to reduce instances and minutes of learning missed by our PP children ensuring they are there for all their learning and come to school ready to do this. Significant monitoring and subsequent actions showed a decrease in lateness both in instances and minutes. Strategies improved attendance and impacted attainment. As these are such a small number of children, this information cannot be detailed here but can be seen in school through individual case studies.</p>
<p>3 Improve reading attainment among our disadvantaged pupils Monitoring of reading diaries and dojo will show improved regularity of reading at home. This still needs improvement and constant monitoring and liaison with home. Regular reading volunteers and support staff / teachers will read with disadvantaged pupils. This was actioned and enabled regular, frequent reads. We have trained 10 reading volunteers, undertaken DBS checks and they have a regular weekly timetable to come in and support our most vulnerable readers. This is greatly supporting staff and children. Pupils reading book will match phonics level, this will impact progress and pupils will be making accelerated progress. This was actioned and noted in monitoring and our Ofsted inspection.</p>
<p>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 but as above attainment at the end of KS1 significantly dipped this year and writing continues to be a significant target this year 2023-24.</p>

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)

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



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 are currently starting a 2 year review of our F2 provision to ensure our learning environment is refreshed and CPD on quality interactions to support communication and language is actioned.
- Our Senco has started her SEN qualification this year
- We have started our Learning Hub this year – this is a calm space in school, adapted and resourced to support children with SEMH and other SEN needs, as well as supporting teachers with booster groups and specific learning programs to support progress in learning for our most vulnerable groups. This is staffed by our L5 and ELSA TA who work closely with our Senco, class teachers and outside support agencies.