



Pupil premium strategy statement – Westdale Infant School 2022-23 - 3 Year Plan

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	202
Proportion (%) of pupil premium eligible pupils	10%
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 2022
Date on which it will be reviewed	31 March 2022
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	£24,930
Early years Pupil Premium	£1250
Recovery premium funding allocation this academic year	£2,901
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>	£29,081

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 learning superheroes, 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. This year with a high number of new teaching staff, we are prioritising training for our teaching staff 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. In addition to this, with a new SENDCO in place, is the need to review and reflect on SEND provision ensuring our systems are robust, teachers are knowledgeable and teaching and learning is inclusive and progressive for all our children.

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
- 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
Improve phonic knowledge so that word reading and writing for our disadvantaged early years children improves.	A higher proportion of disadvantaged children achieving the early learning goal in word reading in 2023 and passing the phonics screening test

<p>Improved Phonics attainment among disadvantaged pupils in Y1 and improved attainment in reading and writing both in Y1 and at NS and GDS for disadvantaged pupils at the end of year 2</p>	<p>in year 1. There is a larger percentage of disadvantaged children achieving national standard and greater depth in year 2 for 2023 with others making accelerated progress from starting points.</p> <p>Gaps in learning are addressed with phonic burst interventions. Robust monitoring will show gaps decreasing and attainment improving. 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>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>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>Monitoring shows phonics impacting spelling and writing in books</p> <p>A whole school focus on handwriting will impact on books and attainment.</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>Sustained high levels of well being. Monitoring will show improved behaviour. Improvement in attendance and punctuality. Specific monitoring of Elsa involvement will show improvement in wellbeing and readiness to learn. Monitoring will show improvement of attainment and progress in books. Pupil voice will indicate high levels of wellbeing. Pupil and parental voice will show that pupils feel safe in school and know how to access support if needed.</p>
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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: £14,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a DfE accredited phonics scheme. Invest in resources to support. Invest in high quality CPD and support for all staff so that there is consistency and confidence in teaching and learning.</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>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.</p>	<p>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></p> <p>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.</p>	<p>1 3</p>
<p>Dedicated leadership time is given to ensuring high quality teaching and learning in all curriculum areas and that all children are</p>	<p>Investment in ensuring quality first teaching is consistent across all of school in all curriculum areas.</p>	<p>1 3</p>

making good progress in knowledge and skills	Teaching staff have time to observe and monitor teaching and progress in learning against their subject leader curriculum areas.	
Refresh and update CPD for teaching staff on oral language interventions to target high quality teaching and learning for all our children and identify and enable specific additional support for PP / vulnerable children.	EEF Oral Language Interventions and approaches +6 months	1 3

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

Budgeted cost: £10,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 3
Class teachers, English and PP Lead work with families to increase reading at home through monitoring and communication. Offer training and information sessions to all our parents and carers so they can support children in relation to new phonics scheme. Increase opportunities to read in school, training up reading volunteers and timetabling extra reads by member of teaching staff	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 3
Purchase of extra phonics books to support accelerated progress in reading and writing.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 3

Program of nurture and SEL interventions led by ELSA TA to identified children	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)	4 5
Small lunchtime club with ELSA TA offered to pupils to support with SEL and SEND	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)	4 5

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

Budgeted cost: £3,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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)	1 3 4
New relationship based behaviour approach from September 2022 with the aim of a more inclusive and enabling approach to behaviour management and understanding Whole staff training on supporting challenging behaviour, emotion coaching and anti-bullying approaches in line with new 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): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk) EEF Behaviour Interventions +4	4 5
Embedding principles of good practice set out in DfE's Improving School Attendance advice This will involve CPD and time to implement new procedures and systems.	Embedding principles of good practice set out in DfE guidance, Improving School Attendance 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, Improving School Attendance 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2 4 5

Total budgeted cost: £29,081

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>We have analysed performance for our school's disadvantaged pupils during the 2021/22 academic year using EYFS performance data, key stage 1 performance data, phonics check results and our own internal assessments and monitoring. Due to Covid, there are still significant gaps in attainment especially for our PP children. Whilst progress is seen in identified areas, actions will need a longer timeframe to close these significant gaps.</p>
<p>1. All disadvantaged children meet end of year targets in reading. They make accelerated progress from their starting points. Targets are regularly reviewed and are challenging and aspirational. Case studies for each pupil details support and progress.</p> <p><i>In FS 6 PP pupils – 50% age related in word reading at end of EYFS. Good progress from starting points. Gap of -13% PP and non PP</i></p> <p><i>Y1 Y2 90% made good progress and reached targets.</i></p> <p><i>However, there is still a significant gap in attainment between PP and non PP of -51% Y1 (5 PP children in total). Analysis shows that our Y1 cohort have been significantly affected by Covid 19 with gaps in learning and SEL needs having a significant impact.</i></p> <p><i>In Y2, 5 disadvantaged pupils. There was a significant reduction in the gap between PP and non, so that PP +1% compared to non PP in reading.</i></p> <p><i>50% made accelerated progress.</i></p>
<p>2. All disadvantaged children meet end of year targets in writing. They make accelerated progress from their starting points. Targets are regularly reviewed and are challenging and aspirational. Case studies for each pupil details support and progress.</p> <p><i>In FS 6 pupils – 50% age related in writing at the end of EYFS. They made good progress from starting points.</i></p>

In Y1, 5 disadvantaged pupils, at the end of the academic year no children were assessed at age related. Despite good / accelerated progress, they had not caught up to age related expectations. As indicated above, this is our year group that have been significantly impacted by Covid 19 with significant gaps in SEL and learning. To address continued gaps, we have made the decision to purchase a DfE accredited phonics scheme to improve attainment and progress in phonics, reading and writing.

In Y1 Y2 90% made good progress and met targets,40% made accelerated progress.

In Y2, however, out of 5 PP children, only 20% met age related expectations. Again, investment in a new phonics scheme 2022/23 will support accelerated progress and attainment.

3. All disadvantaged children meet their end of year targets and have made accelerated progress from their starting points. In Y1 60% meet the required standard in the Phonics check. The remaining children will have made significant progress and be on track for meeting the required standard in Y2.

Only 20% (1/5) of PP Y1 children met required standard in phonics check at the end of Y1. However, 80% made good progress from starting points and are on track for passing at the end of Y2 in 2023. To address this dip in attainment for both our PP and non PP, we have made the decision to invest and implement a DfE accredited phonics scheme in September 2022.

Y2 2 PP children – 1 child met the standard and whilst 1 didn't, they made significant progress from their starting point

4.Attendance and punctuality is in line with our school target of 97%

Attendance was below school target, 93.68 attendance but above national data for 2020 – 21 for PP. Despite rigorous monitoring and support, our PP children's attendance was below our target. We will continue to work on strategies and systems in line with the DfE new guidance, to work towards reducing the gap in 2022/23.

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. Programme</i>	Provider
Neli intervention Elklan	EEF Neli Evaluation report May 2020 +3 months
Small Group School- Led tutoring	EEF One to One tuition +5 months

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

The impact of that spending on service pupil premium eligible pupils

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 have used the DfE grant to train a senior mental health lead. This training will support an audit and action plan to ensure all pupils needs are met and CPD is identified and actioned.
- 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.
- We have a new SendCo and a high number of new teaching staff this academic year. Our SendCo will audit all systems and processes, access new to SendCo CPD and ensure staff are confident in early identification, support and monitoring the progress of children with SEN / SEL.