



Pupil premium strategy statement – Westdale Infant and Nursery School 2025 – 2026 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	191
Proportion (%) of pupil premium eligible pupils	7% (reduction in nos)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	01 September 2025
Date on which it will be reviewed	31 March 2026
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	£23,340
Early years Pupil Premium	£1,250
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£24,590

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 Year One. 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 Year One – 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 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 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.
3	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.
4	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
<p>Raise attainment in phonics – with a particular focus on our disadvantaged children</p>	<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> <p>Teaching and learning will be consistently good across all year groups.</p> <p>Timely interventions will be in place and will reduce gaps in learning</p> <p>Timely referrals and support of children who need more specialised services – systems in place.</p>
<p>Improve reading attainment with a particular focus on our disadvantaged and vulnerable pupils</p>	<p>Our new system of promoting and monitoring of reading at home and school will highlight and improve regularity of reading at home and enable early identification of trends, gaps, difficulties.</p> <p>Regular reading volunteers and support staff / teachers will read with disadvantaged pupils with more frequency than non PP.</p> <p>Pupils reading book will match phonics level, this will impact progress and pupils will be making accelerated progress.</p> <p>We will raise the profile of the importance of reading. New dojo reward system linked to reading at home. Reading areas will be inviting and hold a range of books that represent and interest our children. Texts will be reviewed across the curriculum – pupil voice will show that children are motivated and engaged by focus texts.</p> <p>Reading outcomes in 2025/26 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>
<p>Improve writing attainment among all of our pupils with a particular focus on disadvantaged pupils</p>	<p>Focus this year in our School Improvement Plan, is on the Writing Framework July 2025 – ensuring fundamentals of writing are prioritised. Our priority this year will be reviewing and updating for consistency – the teaching and learning of handwriting, spelling and sentence construction.</p> <p>Purchase of consistent handwriting scheme for whole school, resources and CPD to support.</p> <p>We will train new to school staff in our phonics scheme and regular monitoring and observations will show that teaching and learning is consistent and high quality.</p> <p>Monitoring will show phonics impacting spelling and writing in books</p> <p>Continue with moderation and tracking of writing- a writing portfolio will be built up in each year</p>

	<p>group termly – to track and monitor progress and attainment.</p> <p>Colourful 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>To ensure high quality adult interactions promote and raise attainment of skills in communication and language by the end of F2 and with our most vulnerable children (SEND, PP)</p>	<p>Training in ShREC approach for all staff in EYFS and support staff throughout school.</p> <p>Staff appraisals linked to quality adult interactions to ensure high profile</p> <p>CPD for all staff – monitoring and staff voice will show improved confidence and understanding</p> <p>Monitoring will show quality interactions of adults</p> <p>Information for parents and families – to raise the profile of the importance of quality interactions</p> <p>Early identification of children in need of targeted support – access to NELI and specialist organisations will have taken place</p> <p>Data and case studies will show good progress from starting points</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: £14,000

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 2
<p>Ensuring all children have access to quality first teaching.</p> <p>Ensuring all teaching and learning is consistently good.</p> <p>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-</i></p>	1 2 4

	<p><i>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>Dedicated leadership time is given to lead on implementation of New Writing Framework across the whole school and incorporate good practice identified by EEF</p> <p>Literacy KS1 Guidance Report 2020.pdf</p> <p>Preparing Literacy Guidance 2018.pdf</p>	<p>Release time for English Lead to work alongside Headteacher to review Writing Framework, audit school practice, create a plan for improvement, deliver CPD to all staff. Alongside this time for monitoring, coaching, CPD and networking to ensure impact and progress.</p> <p>Priorities identified as, but not limited to :</p> <p>Prioritise development of good communication and language – from EYFS</p> <p>Focus on capability and motivation to write</p> <p>Develop early reading with a wide range of activities and opportunities</p> <p>Early identification and access to targeted support – training for staff, timely access to specialist services (SALT)</p> <p>High quality adult interactions – focus on CPD and monitoring of</p> <p>Explicit and implicit teaching of vocab alongside a range of language and literature experiences.</p> <p>Modelling and structured support to teach and improve writing</p>	1 2 4
<p>Continue with Drawing Club EYFS and term 1 Year 1</p> <p>ShREC approach in EYFS and KS1</p>	<p>Drawing Club, Scribble Club (F1) and Talk for Writing (Y1) will develop oracy, vocab, story telling and writing</p> <p>Appraisals for all support staff will focus on the development and priority of high quality interactions – using the ShREC approach.</p> <p>Research (EEF) highlights the importance of high quality interactions between adults and children to develop their communication and language skills</p> <p>Preparing Literacy Guidance 2018.pdf</p>	1 2 3 4

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic booster sessions targeted at	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	1 2 4

disadvantaged pupils who require further support.	comprehension), particularly for disadvantaged pupils: + 5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Class teachers, English and PP Lead work with families to increase reading at home through monitoring and communication. Offer open mornings and homework clubs across all year groups to all our families to enable and promote reading and phonics. Continue to increase opportunities to read in school, training up reading volunteers and timetabling extra reads by members 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 2 3 4
Targeted intervention (NELI) for children identified in need of catch up in relation to communication and language. Training in NELI for identified staff CPD for staff to enable early identification of need to refer to specialist services (ie SALT). Senco to look into language screening to support early identification.	Nuffield Early Language Intervention Scale Up Impact Evaluation EEF +4 months Preparing Literacy Guidance 2018.pdf p9 Focus on the importance of high quality interactions, guided interactions, sustained shared thinking and questions to develop reasoning	1 2 3 4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with Zones of Regulation and Emotion Coaching to all children. Offer parent and carer information meetings and specific support from ELSA / SENCo to support and signpost families.	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) Working with Parents to Support Children's Learning EEF	1 3 4

<p>Continue 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.</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) The-Case-For-Play-In-Schools-Exec-Summary.pdf</p>	<p>3 4</p>
<p>Continue to embed and train new staff 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>	<p>1 3 4</p>
<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, <u>Improving School Attendance</u> advice.</p>	<p>1</p>
<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, <u>Improving School Attendance</u> advice.</p>	<p>1 3 4</p>
<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>	<p>1 2 3 4</p>
<p>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 relationships and engage with parents and carers</p>	<p>EEF research evidences +4 months academic attainment Working with Parents to Support Children's Learning EEF</p>	<p>1 2 3</p>

<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>EEF research - effective SEL can lead to learning gains of +4 months over the course of a year. Improving behaviour in schools</p>	<p>3 4</p>
<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. 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 – <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> Special Educational Needs in Mainstream Schools—Recommendations</p>	<p>3 4</p>

Total budgeted cost: £23,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024 – 2025

<p>Continued good attainment in phonics, reading and writing – with a particular focus on our disadvantaged children</p> <p>Children meeting the required standard in the Phonics Screening at the end of Y1 was 59.3%. This was a significant decrease from the previous year (85%). O of our FSM children (2 children) met the expected standard.</p> <p>100% (1 child) of our FSM pupils were working at the expected standard – recheck Y2.</p> <p>Reading end of Y2 – 74.6% were assessed at age related compared against national and LA of 72%. 67% of our PP children (6 pupils) were working at age related.</p> <p>Writing – 70% were assessed at age related compared to 65% LA and 64% national. 67% of our PP children (6 pupils) were working at age related</p> <p>In Year 1, our data and attainment dropped in reading and writing – 63% were assessed at age related in reading and 50% age related in writing.</p> <p>25% of PP children attained age related in reading (1/4), but 0% in writing and reading. All of these 4 children are on our SEND register – 2 with high funding and EHCP's.</p>
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<p>Next Steps</p> <p>Reviewing practice in school – using Strong Foundations in the First Years of School (2024) to identify and strengthen foundations of literacy in our school. This is key in our 2025 School Improvement Plan.</p> <p>Look into assessment tool to support identification of barriers in early literacy skills.</p>
<p>To Improve attendance and punctuality for disadvantaged pupils and decrease persistent absenteeism.</p> <p>Pupil premium attendance was mainly in line with non PP 93.6% against 95.3%.</p>
<p>Improve reading attainment among our disadvantaged pupils</p> <p>Due to low numbers of PP children – data can look skewed</p> <p>End of F2 (3 PP pupils) – 33% Age Related</p> <p>Year 1 (4 pupils) 25% age related, non PP 65%</p> <p>Year 2 (9 pupils) 56%, non PP 78%</p> <p>The above indicates an increase in attainment for our PP students as they progress through KS1, individual case studies show more detailed and specific steps of progress.</p>
<p>Improve writing attainment among all of our pupils with a particular focus on disadvantaged pupils</p> <p>Again due to low numbers of PP in our school, we need to look at individual case studies to give a true reflection of attainment and progress of each year group.</p> <p>End of F2 (3 pupils) – 33% age related in writing</p> <p>Y1 (4 pupils / all on our SEND register) 0 at age related</p> <p>Y2 (9 pupils) 56% age related, non PP 72%</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)

<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 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.