

# Pupil premium strategy statement – Westacre Infant School

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	284
Proportion (%) of pupil premium eligible pupils	16.7% (April 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/2023 – 2024/2025
Date this statement was published	November 24
Date on which it will be reviewed	July 25
Statement authorised by	Mr Aidan Edmunds (Headteacher)
Pupil premium lead	Mrs Emma Guest (Pupil Premium Lead)
Governor / Trustee lead	Mr Ajay Patel (PP Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66, 600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2, 431
Pupil 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>	£69, 031

# Part A: Pupil premium strategy plan

## Statement of intent

*“Learning Together, Growing Together”*

Our school values are: Friendship, Honesty, Kindness, Teamwork, Perseverance and Respect. Our intention is that all pupils, irrespective of their background, starting points or the challenges they face, make at least good progress and achieve high attainment across all subject areas. Whilst recognising academic achievement, we also value the importance of meeting the needs of your children as individuals. Our priority is to ensure that all of our pupils enjoy school and feel part of something special. We believe that the following Mission Statement represents everyone involved with our school:

*“At Westacre Infant School, we provide a caring, nurturing environment, where every child feels happy, safe and valued. We believe each child should enjoy their educational journey and reach their full potential.”*

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable children, such as those with SEND and those who have a social worker.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap (gov.uk) and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, based on assessment of our pupils and their families, not assumptions about the impact of being disadvantaged. The approaches we have implemented complement each other to help all pupils to excel both academically and as well-rounded individuals. To ensure that our approaches are effective we will:

- Carefully monitor the attainment and progress of all pupils through on-going assessment for learning, pupil progress meetings, on-going discussions and communication between practitioners and regular moderation
- Ensure that all pupils are appropriately supported and challenged (including those who are disadvantaged)
- Act early to intervene and support appropriately, at the point need is identified

- Regularly review any additional support, interventions or provision offered to pupils
- Regular updates and communication between the Pupil Premium lead in school (Mrs E Guest) and the Pupil Premium Governor (Mr A Patel)
- Regular updates and communication between the Pupil Premium lead in school (Mrs E Guest) and the Headteacher (Mr A Edmunds)
- Pupil Premium lead accessing support and CPD through the Pupil Premium advisor in the local authority and by attending termly Pupil Progress Network meetings
- 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	Some disadvantaged pupils have little or limited support with learning at home. Parental engagement with school, for some parents, is limited.
2	Some of our pupils who are in receipt of PP funding have some difficulty in regulating their emotions and struggle at times with their emotional well-being.
3	Assessments, observations and discussions indicate that disadvantaged pupils do not perform as well in the EYFSP, Reading, Writing and Maths as their peers.
4	Our attendance data shows that attendance of disadvantaged pupils is lower than the figure for those who are not disadvantaged. A higher percentage of pupils in receipt of PP have persistent absences compared to Non-PP pupils.
5	Some disadvantaged (as well as some non-disadvantaged) pupils have had limited rich and varied experiences outside of school. This also links to knowledge of the world and vocabulary acquisition being limited.

## 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
Increase confidence of parents to support pupils with Phonics, Reading, Writing and Maths at home.	Analysis of parental attendance at workshops and parents' evenings shows an increase over time with the vast majority

	<p>(90% + of parents attending by the end of 2024/25)</p> <p>As a result of parental support/workshops, all pupils engage in regular reading at home and children make regular progress through the bookworm read a rainbow home reading scheme. By July 2025, all pupils will be reading at home with at least 70% of each Reception to Year 2 cohort completing the scheme each year.</p> <p>Parent surveys and discussions at parents' evenings show that the vast majority of parents (95%+) are confident to support their children with learning at home. The vast majority of pupils complete Westacre Warm-ups each week and pupils have some pre-learning of concepts, knowledge, skills and vocabulary for units taught in school.</p>
Provide appropriate support and CPD for all teachers (and support staff) to meet the needs of all learners in their classes.	<p>Staff surveys show that teachers have the confidence, expertise, skills and knowledge to provide appropriate learning opportunities, support/scaffolding and challenge for all pupils.</p> <p>Triangulation of data and monitoring evidence that pupils all make at least expected progress and achieve their full potential to meet targets set.</p>
Improve outcomes in Phonics, Reading, Writing and Maths for PP pupils	<p>Data, pupil progress meetings and book trawls show that the attainment gap between disadvantaged pupils and their peers narrows over time. Disadvantaged pupils are more confident in their learning (evidenced through Pupil Voice discussions) – they make at least expected progress each term (data analysis) and attain their full potential (targets are met).</p>
To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.	<p>Sustained high attendance over time by July 2025 is demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate being no more than 4% (at least 96% attendance), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be closed</li> <li>• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% higher than their peers</li> </ul>
Over their time at Westacre, all pupils have access to a wide range of rich and varied	<p>Analysis of attendance at clubs, trips and visits shows that pupils in receipt of pupil</p>

<p>experiences through “Westacre Wonders”. No pupils are excluded from these opportunities due to financial issues.</p>	<p>premium access all clubs, trips and visits offered to them by July 2025.</p> <p>Qualitative data from Pupil Voice, parent surveys and teachers’ observations show high levels of well-being for all pupils (including those who are disadvantaged). Pupils engage fully in activities offered to them and show high levels of enjoyment and interest which inspires their learning.</p>
<p>Children will be equipped with the tools to support the development of their personal, social, health and well-being through the development of emotional literacy and strategies to identify, express and deal with different feelings and emotions.</p>	<p>Observations and assessments in PSHE show that the vast majority of pupils are meeting age-related expectations in terms of the three programmes of study identified by the PSHE Association: Health and Wellbeing, Relationships and Living in the Wider World.</p> <p>Pupil Voice surveys as well as day-to-day observations by leaders and responses to parent surveys tell us that pupils feel happy and safe in school.</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: £ 20,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the RWI synthetic phonics scheme across school. All children will have daily access to texts matched to their current phonics ability. Book Bag reading books will be sent home linked to current in-class phonics teaching sessions to support children in becoming fluent readers. Reading Leader to continue to regularly monitor the</p>	<p>The DFE states that:  <i>“What’s important is that schools take an approach that is rigorous, systematic, used with fidelity.”</i></p> <p>The Education Endowment Foundation’s ‘Improving Literacy in KS1’ report 2020 states that:  <i>‘Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.’</i></p>	<p>1, 3</p>

<p>quality and fidelity to RWI provision across school. The Reading Leader will provide weekly coaching and mentoring sessions for all reading teachers (teachers and teaching assistants).</p>	<p>Specifically in relation to phonics teaching the EEF recommend that:  <i>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.'</i></p>	
<p>Purchase further books - liked to topics - to enhance provision and promote reading across the curriculum. Promote reading for pleasure through offering a range of texts.</p>	<p>The Education Endowment Foundation's 'Improving Literacy in KS1' report 2020 states that:  <i>'Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.'</i></p>	<p>3, 5</p>
<p>The basis for all our writing activities is developing communication and language and collaborative learning. Following external training accessed by leaders and internal dissemination of this CPD last academic year, all staff will engage in Talk 4 Writing training during 2024-25.  The English Leader will then provide coaching sessions for staff through a planned programme of support, in response to observations during learning walks.</p>	<p>The EEF publication guidance on "Improving Literacy in Key Stage 1" stresses the importance of developing children's oral language. It states that, <i>"Communication and language provide the foundations for learning, thinking, and wellbeing," and that this should be prioritised.</i>  Other recommendations include:  <i>"Teach pupils to use strategies for planning and monitoring their writing. Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling."</i></p>	<p>2, 3, 5</p>

Facilitate workshops for parents within each year group in Phonics/Reading, Writing and Maths.	EEF research into parental engagement found that: <i>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i> They also state that: <i>'Levels of parental engagement are consistently associated with improved academic outcomes.'</i>	1, 3

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

Budgeted cost: £40,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all disadvantaged pupils (including those who are more able) are given quality first teaching through pre-teaching activities delivered by their class teachers to prepare them and give scaffolding for whole class lessons (including appropriate challenge).	Rationale for this approach comes from research from the Pre-teaching Autism hub and Reading Centre: <i>'Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson or subject ... Pre-teaching can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration.'</i> The Education Endowment Foundation also promotes the use of and effectiveness of small group and 1:1 teaching and recommends this in supporting the aims of the Tutoring Programme. <i>'Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.'</i> In an action research study into working with vulnerable children in 2018 Ruth Trundley found that: <i>'Pre-teaching was most effective when run by the class teacher: This was the main finding in terms of the success of pre-teaching. The children and class teacher have a shared experience,</i>	1, 2, 3

	<i>which gives them a shared understanding and common references that they take into the whole-class lesson. There was a sense of the children wanting to work hard in the lesson because they had been given the extra small group time with the teacher.....This had an impact on participation.'</i>	
Track pupils working below age-related expectations and Reading Leader to facilitate tailored workshops for parents of these children, providing information how they can support their children further with phonics learning at home.	<i>'Levels of parental engagement are consistently associated with improved academic outcomes' (EEF)</i> Recommendations from EEF research asks us to: <i>'Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions'</i>	1, 3
Through regular RWI assessment, identify children who require further support and provided this through 1:1 fast track teaching and small group interventions in additional phonics/reading.	In the EEFs recommendations on targeted academic support we are advised that: <i>'Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.'</i>	3

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

Budgeted cost: £7,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free milk daily for disadvantaged pupils.	Providing milk ensures that children have an importance source of valuable nutrition.	2
Provide free/heavily subsidised places on trips and experiences for disadvantaged pupils. Offer a range of after school club activities over the year with free places for all	<i>'Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning.'</i> (EEF PP guidance)	2, 5



<p>children in Reception and KS1.</p>		
<p>Leaders have robust systems in place to regularly track and monitor attendance for all pupils (including a particularly close focus on PP pupils and those with previous persistence absence).</p> <p>Leaders to inform staff and parents about new attendance legislation.</p> <p>Leaders to communicate regularly with parents about the importance of regular attendance to school and inform parents promptly when attendance for individual pupils is becoming a concern.</p> <p>Raise the profile of attendance by facilitating reward systems in school.</p> <p>Senior Leaders to meet, with individual parents to offer challenge/support, as necessary.</p>	<p><i>'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic.'</i> (EEF guide to Pupil Premium)</p> <p>Attendance data shows that our disadvantaged pupils have a higher absence rate than their peers (PP attendance 92.6% compared to Non-PP attendance 94.1% for the academic year 2023-24). Also a higher percentage of pupils in receipt of PP have persistent absences compared to Non-PP pupils.</p> <p>Improving attendance for all pupils will impact on learning outcomes, but particularly those who are disadvantaged.</p> <p>EEF research found that:</p> <p><i>'There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.'</i></p>	<p>1, 3, 4</p>
<p>Continue to embed the Jigsaw PHSE programme across school. As well as a structured progressive and spiritual/mindfulness PSHE programme, this scheme impacts positively on pupil's well-being and provides opportunities for pupils to express themselves in a safe and comfortable learning environment with their peers and teacher.</p>	<p><i>'Jigsaw PSHE perfectly connects the pieces of Personal, Social, Health and Well-Being Education.</i></p> <p><i>The programme teaches children and young people emotional literacy, social-and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner. Jigsaw gives children and young people the tools to have the best possible life.</i></p> <p><i>The programme equips them for happier and healthier lives, giving them agency to make their way through the world.'</i> (Jigsaw PSHE website)</p>	<p>5</p>

<p>PP Lead to meet 1:1 with each pupil in receipt of PP funding, during the Autumn term, to complete a personal profile for each pupil and to gather pupil voice. Following this a sample of PP pupils termly will complete a survey to gather Pupil Voice.</p>	<p><i>Efforts to promote SEL (Social and Emotional Learning) skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. (EEF Guidance Report on SEL (Social and Emotional Learning))</i></p>	<p>3</p>
<p>Through day-to-day practice, staff will monitor the well-being of all pupils in their care. In addition, where necessary, staff will teach explicit skills and strategies to help pupils to regulate their emotions and express their feelings.</p>	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EEF Guidance Report on SEL (Social and Emotional Learning))</i></p>	<p>3</p>

**Total budgeted cost: £ 69, 261**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes July 2024

##### Reception

77% of all Reception pupils achieved a Good Level of Development (GLD). This is 9% higher than the National figure of 68%.

50% (4/8) of our FSM pupils achieved a GLD compared to 79% of Non-FSM. There is a gap of 22% between our FSM pupils and Non-FSM pupils Nationally.

##### Year 1 Phonics

Pupils in receipt of Pupil Premium funding in Year 1 achieved in-line with their non-disadvantaged peers – 81% meeting the standard compared to 82% of Non-PP. This is an improvement of 20.1% on the previous year for our disadvantaged pupils.

The gap between our PP pupils and all other pupils Nationally is just 2%.

##### End of KS1 Outcomes

##### Reading

57% of our Pupil Premium pupils reached age-related expectations in Reading at the end of KS1, compared to 79% of all pupils and 86% of Non-PP pupils. There is an in-school gap between PP pupils and their non-disadvantaged peers of 29%. These outcomes show a significant improvement of 19.5% on last year's outcomes for PP pupils and the in-school gap has been narrowed by 7.8%.

Compared to National figures for 2023, the gap between our PP pupils and all other pupils Nationally has narrowed by 19.3% to a gap of 16%.

##### Writing

43% of our Pupil Premium pupils reached age-related expectations in Writing at the end of KS1, compared to 63% of all pupils and 70% of Non-PP pupils. There is an in-school gap between PP pupils and their non-disadvantaged peers of 27%. These outcomes show a significant improvement of 11.7% on last year's outcomes for PP pupils and the in-school gap has been narrowed by 3.9%.

Compared to National figures for 2023, the gap between our PP pupils and all other pupils Nationally has narrowed by 11.7 to a gap of 22%.

## Maths

52% of our Pupil Premium pupils reached age-related expectations in Maths at the end of KS1, compared to 75% of all pupils and 83% of Non-PP pupils. There is an in-school gap between PP pupils and their non-disadvantaged peers of 31%. These outcomes show a significant improvement of 8.2% on last year's outcomes for PP pupils.

Compared to National figures for 2023, the gap between our PP pupils and all other pupils Nationally has narrowed by 8.2% to a gap of 23%.

Attainment of disadvantaged pupils will be a focus for our School Development Plan in 2024-25.

## Attendance

Whole school attendance for 2023-24 was 93.9% an improvement of 0.3% on 2022-23 when it was 93.6% and an increase of 0.3% from 93.3% in 2021-22 (a 0.6% increase over 2 years).

Attendance for Pupil Premium pupils was 92.6% - an improvement of 0.89% on last year (2022-23 91.71%). The gap between attendance for disadvantaged pupils and their non-disadvantaged peers is 1.5%. This has narrowed by 0.77% compared to the previous year (Gap 2.27% in 2022-23).

Attendance will continue to be a focus for our next strategy plan and be part of our School Development Plan in 2024-25.

## Externally provided programmes

*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	Provider
Jigsaw PSHE	Jigsaw

## Service pupil premium funding (optional)

*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***

A small percentage of our investment in the Jigsaw PSHE programme was funded using PP funding. This programme supported all children, including our one service

pupil premium eligible pupil. In addition, this pupil was in receipt of pre-teaching in a small group with their class teacher twice each week (alongside all other pupil premium pupils).

### **The impact of that spending on service pupil premium eligible pupils**

All pupils (including the one pupil eligible to receive service pupil premium) were given the opportunity to engage in structured weekly PSHE sessions with a progressive and spiral scheme of learning. Of particular benefit were the opportunities for open discussions in a safe learning environment with their peers and class teacher on topics including 'Hopes and Dreams, Celebrating Differences', 'Relationships' and 'Changing Me'. In addition, children benefitted from opportunities to reflect on themselves, their learning, their feelings and their relationships using mindfulness techniques. The one pupil eligible for service pupil premium made good progress in all areas of the curriculum and reached age-related expectations in Reading, Writing and Maths at the end of Year 2.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*