

# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Westfield Infant School
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	7.6% (20ch)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2023/24, 2024/25, 2025/26 (reviewed Dec 2025)</b>
Date this statement was published	December 2025
Date on which it will be reviewed	31/07/26
Statement authorised by	Adrian Whitham
Pupil premium lead	Bianca La Braca
Governor / Trustee lead	Ian Barber

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,956
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,956

# Part A: Pupil premium strategy plan

## Statement of intent

At Westfield Infant School, typically the percentage of children meeting and exceeding the KS1 expectations in Reading, Writing and Maths exceeds that of National attainment, through high quality first teaching.

At Westfield Infant School, our aim is to continue to close the attainment gap between disadvantaged and non-disadvantaged pupils in school. We target the use of Pupil Premium Grant funding to ensure that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment in all subjects in our curriculum and ascertain the cultural capital they need to become active and socially-responsible citizens of the future. The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achieving pupils.

Our nurturing ethos and curriculum ensures every child in our care blossoms intellectually, physically, emotionally, creatively, socially and spiritually. Key values are embedded in all aspects of the curriculum, including Fundamental British Values.

We will enable pupils to access a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, well-being, knowledge and understanding of the world and vocabulary. This will be done through school visits/trips, inspirational visitors, after school clubs and 'Nurture' sessions.

Pupil's mental health and wellbeing will be prioritised, and safeguards will be put in place to enable all children to access learning at an appropriate level. We support children through our 'Nurture' groups and support parents, identified by school as vulnerable or in need through our Family Support Worker. We actively monitor, support and encourage high levels of attendance. We work closely with families, external professionals and members of the local community to engage all stakeholders in children's education.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to meet or exceed 'the expected standard' in all subjects.
- To support children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that all children have rich and varied experiences.
- To foster a lifelong 'love' of learning and make a positive contribution to the wider community.
- To support pupils in using a broad and varied vocabulary to communicate at an age-appropriate level.
- To work in partnership and engage all stakeholders.

We aim to do this through:

- High quality first teaching. This has proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will continue to benefit non-disadvantaged pupils in our school.
- Acting early to intervene at the point need is identified.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

- Providing an exciting curriculum in a stimulating environment which enables each child to enjoy learning and fulfil their potential
- Maintaining the partnership between home, school, and the wider community
- Ensure disadvantaged children have access to enrichment and wider curriculum opportunities
- Ensuring that targeted provision is made for pupils who belong to vulnerable groups.
- We recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

This is not an extensive list and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Our assessments, tracking and observations indicate that disadvantaged pupils do not achieve as well in Reading, Writing and Maths as non-disadvantaged pupils in all year groups. End of KS1 data indicates that disadvantaged pupils at Westfield achieve well and above national KS1 outcomes but not in line with their non-disadvantaged peers.</i>
2	<i>Our attendance data indicates that attendance among disadvantaged pupils has been 3-5% lower than for non-disadvantaged pupils across all year groups. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i>
3	<i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils with some pupils requiring additional support with communication when they join school. Our 2023 on entry baseline in EYFS indicates that 50% of disadvantaged pupils are below in language and communication.</i>
4	<i>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some of our pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</i>
5	<i>Our discussions and observations indicate that some of our disadvantaged pupils lack enrichment opportunities and wider opportunities outside of the classroom.</i>
6	<i>Our internal data indicates that some of our pupil premium children also fit into another vulnerable group such as having an additional special educational need.</i>

## 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>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by the end of academic year 2025-26. Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed.</p>
<p>Improved attainment among disadvantaged pupils - All children, regardless of starting points or barriers will achieve the expected or higher standard in Reading, Writing and Maths across the school.</p>	<p>The in-school gaps between disadvantaged and non-disadvantaged pupils have narrowed in reading, writing and maths.</p> <p>Assessments, tracking and observations will evidence children's progress and attainment from EYFS to Year 2. % of disadvantaged pupils meeting and exceeding expectations will increase. Attainment gap between disadvantaged and non-disadvantaged pupils has narrowed.</p> <p>Involvement with the English Hub, Maths Hub and NCTEM will ensure research/evidence-based projects support the raise in attainment.</p> <p>Termly Pupil Progress meetings and credible plans ensure early identification of children that start to slip behind or those who are at risk of not meeting expectations, with interventions and support provided to close identified gaps.</p> <p>Provision mapping for interventions is overseen by SLT and SENCO to ensure participation where appropriate for disadvantaged pupils.</p> <p>Teachers to identify pupils working towards Greater Depth standard to ensure necessary support and in class adjustments are in place to enable them to achieve this.</p> <p>Teachers, supported by the Pupil Premium lead, closely track disadvantaged pupils using all available data to implement appropriate interventions or in class adjustments for all to make expected or better than expected progress.</p>

	<p>Staff CPD at all levels to ensure good quality first teaching in all subject areas.</p> <p>All subject leaders to attend regular Learners' Trust network meetings to ensure recent knowledge and latest guidance is shared.</p>
<p>Improved speech, language and communication skills, particularly for our disadvantaged children - All children will be able to communicate effectively.</p>	<p>A range of research-based interventions, strategies and programmes will be used to enable all pupils, particularly disadvantaged pupils, to make progress with their speech, language and communication.</p> <p>Staff CPD for research-based interventions, strategies such as ShREC.</p> <p>Teaching Vocabulary focus English Hub, Pathways to writing.</p> <p>Pupils will develop a rich and broad language through our embedded 'love of Reading' implementation using high quality texts and focused reading strategy.</p> <p>Use of synthetic phonics teaching through Twinkl phonics scheme used across school, supported by linked decodable texts.</p> <p>Pupils' spoken language will be strengthened so that they can communicate ideas, ask questions and engage effectively with others across the curriculum and in social situations in line with expected attainment and progress for their chronological age.</p> <p>Observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To achieve and sustain improved emotional and physical wellbeing for all pupils (and families) in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2025/26 shown through qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>

	<p>A range of research-based interventions, strategies and programmes will be used to support children and their families.</p> <p>Family Support Worker to provide Early Help offer for families in need of additional support. FSW to signpost families to appropriate agencies to support where necessary.</p> <p>Emotional Wellbeing and pupil's mental health is supported through Nurture Groups which provide planned and structured sessions.</p> <p>Staff CPD for research-based interventions, strategies such as ELSA.</p> <p>Home-school links are created, showing an increased engagement by parents of disadvantaged pupils in activities such as workshops, sports days, coffee mornings and home school learning via SeeSaw.</p> <p>All pupils including disadvantaged pupils will access the Jigsaw PSHE curriculum.</p> <p>Disadvantaged pupils are supported to ensure they access opportunities to be involved in leadership and responsibility roles though Task Force Committee, Eco Committee.</p> <p>All pupils will attend forest school sessions throughout the year with disadvantaged pupils being provided with an additional 12 sessions.</p>
<p>To ensure that disadvantaged pupils access the wide range of enrichment activities we have at Westfield Infant School.</p>	<p>A broad range of additional extra-curricular activities provided to ensure new opportunities, including an additional 12 forest school sessions and one subsidised after school club for disadvantaged pupils. Attendance of disadvantaged pupils at after-school clubs monitored and shows increased participation.</p> <p>A range of enrichment experiences will be provided to all children throughout the year. These will be selected to extend children's cultural capital, to enhance teaching and learning and raise aspirations.</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: £2953

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest (time, money) in whole-school strategies to develop phonics and early reading skills through engagement with the English Hub.</p> <p>Quality first teaching.</p>	<p>English Hub – approaches based upon research and evidence-based data.</p> <p>EEF Phonics + 6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> When there is a consistent, simple but effective approach, children can make sustained good progress. “Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.” – EEF</p> <p>EEF Early Literacy + 4 months  <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy#:~:text=The%20EEF's%20Early%20Years%20Toolkit,appear%20to%20be%20mutually%20reinforcing.">https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy#:~:text=The%20EEF's%20Early%20Years%20Toolkit,appear%20to%20be%20mutually%20reinforcing.</a></p>	<p>1, 3, 6</p>
<p>Invest (time, money) in whole-school strategies to develop language and communication skills.</p> <p>Whole school CPD based on the ShREC approach.</p>	<p>EEF Oral language interventions + 6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>“On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress”- EEF</p> <p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives”.- EEF</p>	<p>1, 3, 6</p>

	<a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a>	
<p>Invest (time, money) in whole-school strategies to develop Maths and a Mastery approach with the Maths Hub/NCETM. Develop a whole school consistent approach through the use of both White Rose Maths and the Mastering Number Programme.</p> <p>Quality first teaching.</p>	<p>Mastery Learning – EEF +5 months  Maths Hub – approaches based upon research and evidence based data  <a href="#">EEF Improving Mathematics in the Early Years and KS1</a>  The DfE non-statutory guidance produced in conjunction with the national centre for excellence in the teaching of mathematics draw on the evidence-based approach.  <a href="#">Maths Guidance KS1</a></p>	1, 3, 6
<p>Purchase of standardised assessments and assessment monitoring systems.</p>	<p>Use of standardises assessments quickly identifies children falling behind or not making progress. Using standardised assessments provides comparable data beyond school. Effective assessments ensure targeted teaching and specific learning foci.</p> <p>EEF – Guidance for assessment and Feedback  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	1
<p>Pupil Premium lead to attend trust-wide CPD network meetings on a termly basis to gain up to date practice regularly.</p>	<p>PP leader to gather and share up to date information with other trust schools. PP leader to share this with stakeholders back in school.</p>	1, 2, 3, 4, 5, 6

<p>Staff to access high-quality CPD so that they can demonstrate effective strategic leadership of curriculum areas.</p> <p>CPD focused on WalkThrus approach linked to our strategic priorities for Westfield.</p> <p>Focus on ensuring that children remember more for longer and build on learning across all subject areas.</p> <p>PP lead completed NPQLBC in autumn term of 2024-25.</p> <p>Working alongside Behaviour Hub to ensure best practise and use of effective strategies.</p>	<p>Subject leaders to support staff and pupils in all subjects through effective leadership. High-quality staff CPD is essential to following the EEF principles. This is also supported by the Sutton Trust, who states that Quality First Teaching has direct impact on student outcomes. The EEF also states that a tiered approach with teaching being the top priority and quality CPD.</p> <p>EEF Effective professional development  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 2, 3, 4</p>
<p>Pupil Progress meeting and Credible Plans - Class teachers to meet with SLT members in regular termly meetings to discuss progress, barriers and next steps to ensure all children achieve their potential. Credible plans completed and focus groups/pupils identified. Additional provisions put on provision map.</p>	<p>Professional dialogue regarding identifying appropriate and timely interventions/in class adjustments to best support disadvantaged pupils. All class teachers to be accountable for the progress of disadvantaged pupils and improving outcomes. Staff to have a good knowledge and understanding of disadvantaged pupils their barriers to learning and strategies needed to help them meet their emotional and educational needs.</p>	<p>1, 2, 4, 6</p>
<p>SLT will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for pupils with attachment challenges.</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.  <a href="#">EEF Effective Professional Development</a></p>	<p>1, 3, 4, 6</p>

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

Budgeted cost: £20,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To establish Nurture groups/workshops to support children in recognising and managing feelings and emotions.</p> <p>To provide relevant staff with Nurture CPD and training.</p>	<p>EEF – Social Emotional Learning +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 2, 3, 4</p>
<p>Pastoral work.            Family Support Worker employed to support emotional well-being and mental health and pupils and families.</p>	<p>FSW to work with families. This will include meeting with pupils at home or in school and giving them one-to-one support to improve their behaviour, attitude to learning, or general wellbeing. FSW will focus on improving parental engagement with school, which is deemed to have a positive effect. FSW will focus on improving attendance for pupils  <a href="#">EEF Parental Engagement</a>  <a href="#">DfE Link between absence and attainment</a></p>	<p>1, 2, 4,</p>
<p>Staff to work with disadvantaged and focus children to support specific needs.</p> <p>Interventions/targeted in class support/adjustments-addressing individual needs.</p> <p>Any further provisions will be clearly shown on provision map.</p>	<p>Tuition and focused learning targeting specific needs and gaps in knowledge and learning can be an effective method to support low attaining pupils or those falling behind both as a one – to – one and in small group tuition.  <a href="#">Small Group Tuition EEF</a> + 4 months  <a href="#">One to One Tuition EEF</a> + 5 months</p> <p>Live classroom marking takes place for PP children regularly to quickly address errors and misconceptions and enable them to make rapid progress.  <a href="#">EEF Feedback</a> + 6 months</p> <p>During monitoring (e.g. book scrutiny, lesson observations) particular focus is made to PP children’s progress, attainment and curriculum experience/access.</p>	<p>1, 2, 3, 4, 6</p>
<p>Evidence- based and specific externally supported interventions</p>	<p>EEF Oral language interventions + 6 months</p>	<p>1, 3, 4, 6</p>

<p>to support children’s language and communication skills.</p> <p>Disadvantaged pupils given the opportunity to be the class ‘mayor’ and take part in public speaking events at the Town Hall.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>“On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress”- EEF</p> <p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives”.- EEF</p>	
<p>Reading &amp; phonics interventions – linked to strategies adopted from the English Hub.</p> <p>Focus on early reading, fluency and our ‘love of reading’ approach at Westfield.</p> <p>Reading Plus intervention for Year 2 children to develop fluency and comprehension</p>	<p>Higher attainment in reading enables more opportunities for learning and access within all subject areas.</p> <p>“Evidence consistently shows that educators can implement approaches that benefit young children’s literacy learning. The EEF’s Early Years Toolkit estimates that children who take part in early literacy approaches make, on average, four months’ additional progress.”</p> <p>EEF Early Literacy + 4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy#:~:text=The%20EEF's%20Early%20Years%20Toolkit,appear%20to%20be%20mutually%20reinforcing.">https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy#:~:text=The%20EEF's%20Early%20Years%20Toolkit,appear%20to%20be%20mutually%20reinforcing.</a></p> <p>Higher attainment in reading enables more opportunities for learning and access within all subject areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reading-plus-2024-25-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reading-plus-2024-25-trial</a></p>	1, 3
<p>Maths interventions – linked to strategies adopted from the Maths Hub/NCTEM. Mastering Number programme with additional KS1 sessions.</p> <p>Introduction of Fluency Bee for intervention, and use of manipulatives to support.</p>	<p>Increased opportunities to consolidate and practise learning develops confidence and fluency.</p> <p>“Evidence consistently shows that educators can implement approaches that benefit young children’s mathematical skills and knowledge. The EEF’s Early Years Toolkit estimates that effective early numeracy approaches typically increase children’s learning by about seven months.” – EEF</p> <p>Early Mathematics - + 7 months</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics">https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics</a></p>	1

Targeted after school club to provide early literacy and mathematics support for disadvantaged pupils starting Spring term 2.	Tuition and focused learning targeting specific needs and gaps in knowledge and learning can be an effective method to support low attaining pupils or those falling behind both as a one – to – one and in small group tuition. <a href="#">Small Group Tuition EEF</a> + 4 months	1, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8107

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group provision for identified disadvantaged pupils in each year group.	There is extensive evidence associating childhood and emotional skills with improved outcomes in school and in later life including improved academic performance, attitudes and relationships with peers. These interventions aim to improve pupil’s interactions with others, communication and self-management of feelings and emotions, rather than focusing directly on the cognitive and academic aspects of learning. <a href="#">Social and Emotional Learning EEF</a> <a href="#">GOV UK Nurture Group</a>	4, 5
Pastoral work. Family Support Worker support teachers and TA’s to deliver specific programmes and interventions to support emotional well-being and mental health.	FSW to work with families. This will include meeting with pupils at home or in school and giving them one-to-one support to improve their behaviour, attitude to learning, or general wellbeing. FSW will focus on improving parental engagement with school, which is deemed to have a positive effect on EEF. FSW will focus on improving attendance for pupils <a href="#">EEF Parental Engagement</a> <a href="#">DfE Link between absence and attainment</a>	1, 2, 4, 5
To deliver forest school sessions from a fully trained forest school specialist.	Evaluation of forest schools has been found to make a difference in a number of ways: confidence, improved social skills, language development and communication, motivation, physical skills, knowledge and understand of the world and respect for the environment. <a href="#">A participatory evaluation of Forest School in England and Wales</a> <a href="#">GOV.UK Outdoor Learning</a>	3, 4, 5

<p>Developing positive family relationships and ensuring attendance monitoring.</p> <p>Working with Kidz Lounge to look at providing subsidised wrap around care for disadvantaged pupils both before and after school.</p>	<p><a href="#">EEF Parental Engagement + 4 months DfE Link between absence and attainment</a></p> <p>Senior Leader to welcome families to school in the morning/afternoon. Initiating conversations and supporting when needed, with particular awareness for vulnerable families.</p> <p>Promptly after the register any absences are contacted to ensure regular attendance and support is offered when required.</p> <p>When attendance issues arise the FSW/Head to make contact with families to offer support and strategies to remove barriers and raise attendance.</p> <p>Whole school attendance incentive – ‘tea party’ implemented consistently across school to promote good attendance.</p> <p>Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils’ academic achievement. This is according to analysis of Pupil Premium statements conducted by the Education Endowment Foundation (EEF). <a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p>	<p>2, 4</p>
<p>Visits, access to an after-school club, enrichment opportunities.</p> <p>Disadvantaged pupils will have the offer of attending a before school sports club from Spring Term 2 every Friday morning.</p> <p>Disadvantaged pupils will have access to one subsidised after-school club and a range of enrichment</p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world around them.</p> <p><a href="#">Social and Emotional Learning EEF</a></p>	<p>5</p>

opportunities through the curriculum. Disadvantaged pupils will have full funded enrichment visit in each school year.		
Engagement with the Behaviour Hub to ensure best practise and use of effective strategies.  PP lead completed NPQLBC in the autumn term of 2024-25.	EEF – Behaviour Interventions + 4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  “Behaviour programmes are <b>more likely to have an impact on attainment outcomes if implemented at whole-school level.</b> ” – EEF Improving Behaviour in Schools Guidance	1, 4

### Total budgeted cost:

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
White Rose Maths	
White Rose Fluency Bee	
Twinkl Phonics	
Mastering Number	
Doodle Maths/English	
Pathway to Write	
Renaissance Star Assessments	
Spelling Shed	
Jigsaw PSHE/RE	
Real PE/Complete PE	
Sing Up	
Maths Circle – NumBots	
Education for a connected world – Project Evolve	
NCCE – Teach computing	
Reading Plus	

## Service pupil premium funding (optional)

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

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

**This details the impact that our pupil premium activity had on pupils in the 2024/25 academic year (Statements RAG rated for review)**

Review Summer 2025	Review Summer 2026
<p><b><u>Intended outcome</u></b></p> <p>All children, regardless of starting points or barriers will achieve the expected or higher standard in Reading, Writing and Maths across the school.</p> <p><b><u>Outcomes/successes</u></b></p> <p>PP children in Y2 achieved well with <b>75%</b> meeting age related expectations in reading and writing. This was slightly lower in maths with <b>62.5%</b> of PP pupils achieving expected standard. These percentages are an increase from the previous year.</p> <p>Credible plans used to identify pupils who are working at greater depth, towards or below the expected standard, with in class adjustments or extra provisions put in place to support them.</p> <p>All PP pupils passed the phonics screening check in Year 1 so no children needed to resit at the end of Year 2.</p> <p><b>End of Year data showed that:</b></p> <ul style="list-style-type: none"> <li>• <b>Year 2</b> - The percentage of disadvantaged pupils who met the expected standard in reading, writing and maths at the end of Y2 was good. Reading 75%, Writing 75%, Maths 62.5%</li> <li>• <b>Year 1</b> – In reading and maths, 67% of disadvantaged pupils met the expected standard. In writing, 56% of disadvantaged pupils met the expected standard.</li> <li>• <b>EYFS (5 pupils)</b></li> <li>• 20% (1 pupil) achieved GLD. Out of the 4 who did not achieve GLD, 1 pupil is on the</li> </ul>	

<p>SEN register for cognition and learning needs.</p> <p><b><u>Evidence:</u></b></p> <p><b><u>Further areas to develop/monitor:</u></b></p> <ul style="list-style-type: none"> <li>Percentage of PP children achieving expected standard in reading, writing and maths. Although percentages have increased, they are still below those of non-disadvantaged pupils.</li> <li>Further improve the academic outcomes for all PP children by implementing robust monitoring, evaluating and targeting procedures so that children's barriers are identified and support given, in order to close the gap.</li> </ul>	
<p><b><u>Intended outcome</u></b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p> <p><b><u>Outcomes/successes</u></b></p> <p>Attendance of PP pupils has continued to be good and has increased from the previous academic year although still below that of non-disadvantaged pupils.</p> <p><b><u>Evidence:</u></b></p> <p><b>Whole school attendance figure: 96.1%</b></p> <p><b>PP attendance figure: 93.4%</b></p> <ul style="list-style-type: none"> <li>Both whole school and PP attendance figures have increased from the previous academic year.</li> <li>PP attendance figure is lower mainly due to unauthorised absences due to holidays and authorised absences due to persistent illness.</li> <li>77% (17 pupils) of disadvantaged pupils had attendance above 90%</li> <li>23% (5 children) of disadvantaged pupils had attendance below 90%.</li> </ul> <p><b><u>Further areas to develop/monitor:</u></b></p> <ul style="list-style-type: none"> <li>Continue to monitor attendance and attainment of PP pupils and look at further ways to promote and incentivise good attendance.</li> <li>Use attendance data to identify any disadvantaged pupils with persistent absence (below 90%) and those in danger of falling into</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<p>this category. Offer support through the family support worker and work with families to improve attendance</p>	
<p><b><u>Intended outcome</u></b></p> <p>To ensure that disadvantaged pupils access the wide range of enrichment activities we have at Westfield Infant School.</p> <p><b><u>Outcomes/successes</u></b></p> <p>Pupil Premium children had access to a wealth of wider experiences throughout the academic year 2024-25.</p> <p><b><u>Evidence</u></b></p> <ul style="list-style-type: none"> <li>• After school club attendance – all PP children offered a place at an after-school club which was subsidised by school. Parents of 7 PP children (6 families) not attending a club were contacted to ensure that they were aware of the entitlement to one subsidised club place. 2 of the children who did not attend did so due to medical reasons.</li> <li>• Attendance at after-school clubs tracked across the year.</li> <li>• PP children accessed an additional 12 forest school sessions.</li> <li>• School trips – All classes offered at least two out of school trips per year with PP children places subsidised for one.</li> <li>•</li> </ul> <p><b><u>Further areas to develop/monitor:</u></b></p> <ul style="list-style-type: none"> <li>• Continue to track the attendance and engagement of PP pupils at after-school clubs, ensuring new parents are aware of the entitlement to a subsidised place.</li> <li>• Consider in-school options for PP pupils who are regularly not accessing after-school clubs and experiences.</li> </ul>	
<p><b><u>Intended outcome</u></b></p> <p>To achieve and sustain improved emotional and physical wellbeing for all pupils (and families) in our school, particularly our disadvantaged pupils.</p> <p><b><u>Outcomes/successes</u></b></p> <p>PP children offered emotional support through nurture groups, Lego therapy and ELSA sessions.</p>	

FSW used to support families as needs identified.

Families feel welcomed into school and home/school relationships are good. Multiple opportunities given across the year for parents to come into school and work with/alongside their child in a variety of activities such as reading week, science workshops, sporting events etc.

Barriers to learning identified effectively through whole-school system to focus support in areas needed.

Children have a good awareness of their own wellbeing and mental health. This is developed through a growth mindset approach to learning, discussions in the Jigsaw PSHE curriculum and a whole school ethos of 'blossoming and nurturing'.

#### **Evidence**

- Parents engagement with home school links such as Seesaw and educational resources is high.
- Learning walks
- Attendance at parent coffee morning and other events is good.
- Emotional Wellbeing and children's mental health is supported through Nurture Groups and Lego Therapy, which provides individually planned and structured sessions.
- Families worked with FSW to support parents and children's wellbeing.
- Feedback from both parent and pupil was positive
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#### **Further areas to develop/monitor:**

- Whole school INSET training on emotional regulation with support from the ISAT team.
- Whole school emotional regulation strategy based on the colour monster to be introduced in the academic year 2025/26 to support children in understanding, expressing and regulating emotions.
- Implement ELSA for identified children and monitor impact.
- Use of barriers to learning document to clearly identify specific school/cohort areas of support required and plan and monitor appropriate provisions.

**Intended outcome**

Improved speech, language and communication skills. All children will be able to communicate effectively.

**Outcomes/successes**

Children communicate confidently and positively with other pupils. Our curriculum design incorporates a wealth of teamwork and practise of communication skills to prepare our pupils for success with this target.

Evidence shows that PP children are developing a love of reading and an exposure to high quality texts.

Children are given opportunities to develop communication skills through a range of experiences such as mini-leaders, buddies and planned for partner and group work.

SHREC approach training delivered to all staff and used to support children.

Credible plans used to identify any pupils with specific communication needs, with provisions and appropriate support put in place.

**Evidence**

- Learning walks
- iAbacus evaluation
- Trust partner visits
- Exhibitions of learning
- Curriculum monitoring reviews – pupil voice. Pupils were able to speak confidently and clearly to adults about their learning.

**Further areas to develop/monitor:**

- Continue to plan for opportunities for children to develop their early language skills.
- Early intervention for those starting school with communication issues or delays.
- PP children given the opportunity to develop confidence in communication and public speaking through becoming a class 'mayor' and representing their class at discussions at the Town Hall.