

# Pupil Premium Strategy Statement 2025-2026

## Westfields 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	269
Proportion (%) of pupil premium eligible pupils	9.7% (+0.4% from 2024/25) 26 children
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> )	2023/2024 to 2025/2026
Date this statement was published	18 <sup>th</sup> December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Redman (EHT)
Pupil premium lead	Jo Wilson (EDHT & PP Co-ordinator)
Governor / Trustee lead	Tim Hart

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£41,262.53

## Part A: Pupil premium strategy plan

### Statement of intent

The staff of Westfields Infant School and governors of the Westfields Federation are committed to our core responsibility of providing an outstanding, inclusive education for all of our children.

Our aim for all children to experience the joy of learning, enabling them to develop personally, socially & academically demonstrates our commitment to meeting all children's needs. We are equally dedicated to ensuring that all of our children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage attainment gap 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.

WIS works hard to promote a culture of inclusion and diversity in which the whole school community feel proud of their identity and are able to fully participate in all aspects of school life; we rigorously and reflectively seek opportunities for all children to receive and participate in enrichment and extended curriculum opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The key principles of our pupil premium strategy plan will ensure the following:

- disadvantaged pupils are supported as they start school and with their development through the last year of the EYFS to enable them to successfully transition into KS1
- disadvantaged children are challenged in the work that they are set
- staff act early to intervene at the point need is identified
- parent partnerships are positive and support progress of children
- WIS adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- WIS have a whole school culture of high expectations where all staff take responsibility for disadvantaged pupils' inclusion, engagement and outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Through review of pupil characteristics, a significant number of our disadvantaged pupils (35%) also have special educational needs and are on the SEN register as a result which impacts on their overall attainment and progress.
2	Through analysis of attendance data each half term, some pupils in receipt of PPF have had lower attendance than pupils not in receipt of PPF.
3	Through on entry baseline assessments, more pupils in receipt of PPF are not at the expected level for the Communication and Language.
4	Through on entry baseline assessments, more pupils in receipt of PPF are not at the expected level for fine motor skills.
5	Through analysis of phonics and reading data across the school, more pupils in receipt of PPF are not attaining as well as pupils not in receipt of PPF.
6	Evident within our data analysis, when compared to pupils not in receipt of PPF, pupils in receipt of PPF do not currently reach the same % at GD across reading, writing and maths.
7	Following review of the engagement of pupils in home learning tasks (including reading and spelling) during Pupil Progress Meetings as well as review of the engagement of parents in their child's education, there is some difference in the engagement levels between some children/families in receipt of PPF and those who are not in receipt with fewer pupils and families engaging if they are in receipt of PPF.

## 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
The % of pupils in receipt of PPF who are also on the SEND register who make at least 2 increments of progress this academic year in Years 1 and 2 remains above 80%.	<p>All pupils in receipt of PPF in Years 1 and 2 have realistic and achievable targets set for reading, writing and maths.</p> <p>Termly progress reviews show at least expected progress for 80% of these pupils.</p> <p>Children not on track to achieve this are identified early for interventions and additional support to be put into place.</p> <p>Early interventions and support are put into place and impact is monitored each half term and adjusted if progress is insufficient.</p> <p>Progress for children in receipt of PPF is analysed each term to inform resource allocation and next steps.</p>

Attendance rates of pupils in receipt of PPF are in line with pupils not in receipt of PPF.	<p>The difference in attendance rates of pupils in receipt of PPF and those not in receipt is &lt;2%.</p> <p>Pupils in receipt of PPF and their families are supported with communication, advice and strategies if attendance is identified as a concern during half termly monitoring.</p>
The gap between pupils in receipt of PPF and those not in receipt in achieving a score of 2 in the ELGs for Listening, Attention & Understanding and Speaking does not exceed 20%.	<p>Pupils in receipt of PPF are included in speech and language interventions and are provided with specialist provision if appropriate.</p> <p>Parents of pupils in receipt of PPF are supported with advice and activities to support their child with speech and language difficulties.</p> <p>All pupils in receipt of PPF make progress from their baseline assessments.</p>
The gap between pupils in receipt of PPF and those not in receipt in achieving a score of 2 in the ELG of Fine Motor Skills does not exceed 15%.	<p>Pupils in receipt of PPF are included in fine motor skills interventions and are provided with OT provision if appropriate.</p> <p>Parents of pupils in receipt of PPF are supported with advice and activities to support their child with fine motor skills.</p> <p>All pupils in receipt of PPF make progress from their baseline assessments.</p>
Attainment of pupils in receipt of PPF in the Year 1 Phonics Screening increases from the previous year and is more in line with the attainment of pupils not in receipt of PPF.	<p>Pupils in receipt of PPF are closely monitored, assessed using Little Wandle resources and are provided with additional intervention if appropriate.</p> <p>Parents of pupils in receipt of PPF are supported with advice and activities to support their child with phonics and reading.</p> <p>All pupils in receipt of PPF make progress from their baseline/on entry/phonics assessments.</p>
Attainment of pupils in receipt of PPF in reading at the end of KS1 increases from the previous year and is more in line with the attainment of pupils not in receipt of PPF.	<p>Pupils in receipt of PPF are closely monitored, assessed using Little Wandle and through formative and summative assessments and are provided with additional intervention if appropriate.</p> <p>Parents of pupils in receipt of PPF are supported with advice and activities to support their child with phonics and reading.</p> <p>All pupils in receipt of PPF make progress from their baseline/on entry/phonics/reading assessments.</p>
Attainment at greater depth of pupils in receipt of PPF in reading, writing and maths at the end of KS1 increases from the previous year.	<p>Pupils with potential for greater depth are closely monitored, assessed and challenged in their learning across reading, writing and maths.</p> <p>Pupils with potential for greater depth are supported with fortnightly 1:1 time and intervention if appropriate.</p>
The engagement of all pupils in receipt of PPF with home learning tasks increases across all year groups.	Home learning engagement RAG scale during Pupil Progress Meetings demonstrates that pupils in receipt of PPF engage further with home learning tasks.

The engagement of all families of pupils in receipt of PPF in attending key school events and supporting their children's academic progress increases across all year groups.	<p>Parent Engagement monitoring identifies the attendance of family members to the two parents' evenings</p> <p>Parent Engagement monitoring identifies the attendance of family members to two other school events during the academic year.</p> <p>Parents of pupils in receipt of PPF engage with their child's reading record on an at least monthly basis.</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: £13,662.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continue to develop staff understanding of how to support pupils in receipt of PPF educationally, socially and emotionally.</b></p> <ul style="list-style-type: none"> <li>• Key documents are read with information disseminated to staff.</li> <li>• Focus session provided to CTs and LSAs.</li> <li>• Blog of the Fortnight with PPF focus sent out each term.</li> <li>• Provide support/CPD for LSAs and HLTAs in their role as 'Pupil Premium Champions'.</li> <li>• Meet with CTs on a termly basis to review progress and engagement of pupils in receipt of PPF.</li> </ul>	<p>The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.</p> <p><a href="#">Guidance for teachers / Using Pupil Premium Funding / EEF</a></p> <p><a href="#">Pupil Premium Strategy / DFE</a></p>	1, 2, 3, 4, 5, 6
<p><b>Provide further opportunities to develop effective strategies to promote children's retention and retrieval of taught knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• Purchase WalkThrus to develop all staff knowledge and expertise.</li> <li>• Provide training for staff to ensure all know and are able to utilise a range of strategies to promote knowledge and skills retention and retrieval.</li> <li>• Provide opportunities for subject co-ordinators to review</li> </ul>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p><a href="#">Metacognition / Research / EEF</a></p> <p>An EEF evidence review - Cognitive Science Approaches in the Classroom - found that the impact of low-stakes quizzing on pupil progress is moderate and generally positive.</p> <p><a href="#">Cognitive Science / Research / EEF</a></p>	2, 3, 4, 5

<p>children's retention and retrieval.</p> <ul style="list-style-type: none"> <li>• Include a range of strategies to support children's retention and retrieval.</li> </ul>		
<p><b>Provide specialist SEN CPD for staff, focusing on Hampshire's Ordinarily Available Provision (OAP) and SEND Support Guidance.</b></p> <ul style="list-style-type: none"> <li>• SENCO to attend OAP Webinar</li> <li>• Termly CPD calendars to detail planned CPD</li> <li>• SENCo to use Hampshire's OAP guidance during weekly LSA meetings and during INSET time.</li> <li>• alongside Hampshire's Transforming SEND training modules during weekly LSA meetings and during INSET time.</li> <li>• SENCo to provide termly training to CTs during staff meetings.</li> <li>• SENCo to provide CPD on adaptive teaching strategies for pupils with complex needs (e.g. dyslexia, ADHD, speech and language difficulties).</li> <li>• SENCo to focus on scaffolding, multi-sensory approaches and assistive technology approaches within the CPD provided.</li> <li>• Additional CPD opportunities to be sought and provided through the year.</li> </ul>	<p>EEF guidance emphasises 'Quality First Teaching' as the foundation for meeting diverse needs.</p> <p><a href="#">High Quality Teaching / EEF</a></p> <p>Hampshire's Ordinarily Available Provision guidance is fundamental to establishing an environment where all can succeed. If education settings reach the point where ordinarily available provision becomes the culture of the ordinary, all will achieve, develop independence, and outcomes will be positive.</p> <p><a href="#">Hampshire OAP and SEND Support</a></p> <p>EEF research highlights that high-quality teaching adapted for SEND pupils has the greatest impact on progress.</p> <p>EEF: Special Educational Needs in Mainstream Schools</p> <p><a href="#">Special Educational Needs in Mainstream Schools / EEF</a></p>	1, 2, 3
<p><b>Schedule termly planning sessions between class teachers and SENCo to ensure interventions align with classroom provision and IEP targets.</b></p> <ul style="list-style-type: none"> <li>• SENCo to attend a PPA each term to support teachers in planning for SEN pupils.</li> <li>• Intervention monitoring to take place to maximise impact.</li> <li>• Analysis of data to take place to monitor progress of this group of children.</li> </ul>	<p>EEF guidance on collaborative planning improves consistency and targeted support for vulnerable learners.</p> <p><a href="#">Collaborative Planning / EEF</a></p>	1, 2
<p><b>Provide further opportunities to ensure there is effective use of diagnostic assessments.</b></p>	<p>When used effectively, diagnostic assessments can indicate areas for</p>	2, 3, 4, 5

<ul style="list-style-type: none"> <li>• Continue subscription of Lucid CoPS diagnostic assessment.</li> <li>• Continue subscription of Language Link to assess children.</li> <li>• Continue to use NFER reading papers in Year 1.</li> <li>• Provide guidance to CTs on how to review Numbots assessment information.</li> <li>• Provide time for review of assessments to identify barriers and action plan accordingly.</li> </ul>	<p>development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a></p>	
<p><b>Continue to develop oracy across the school curriculum, providing a range of opportunities and activities that support pupils to develop communication and language skills, articulate key ideas, consolidate understanding and extend vocabulary.</b></p> <ul style="list-style-type: none"> <li>• Review Language Link and provide training to staff to ensure that children are supported with their communication and language skills.</li> <li>• Provide staff with research, blogs and resource ideas.</li> <li>• Monitor current oracy opportunities and activities alongside data.</li> <li>• Further enhance oracy opportunities and activities across the school.</li> <li>• Introduce additional activities within and across year groups and further promote Now Press Play.</li> <li>• Ensure assessments are undertaken and interventions planned and delivered as required.</li> </ul>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>2, 4, 5</p>
<p><b>Develop gross and fine motor skills provision and activities across the school, providing a range of opportunities that support pupils to develop these key skills.</b></p> <ul style="list-style-type: none"> <li>• Provide staff with research, blogs and resource ideas.</li> <li>• Review The Writing Framework.</li> </ul>	<p>On average, children who take part in physical development interventions make around five additional months progress in cognitive outcomes.  <a href="#">Physical Develop / Early Years Toolkit / EEF</a></p> <p>Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up</p>	<p>3, 5</p>



<ul style="list-style-type: none"> <li>• Evaluate current practice and assess children's gross and fine motor skills.</li> <li>• Introduce additional activities within and across year groups including Dough Disco in Reception.</li> <li>• Ensure assessments are undertaken and interventions planned and carried out as required.</li> </ul>	<p>approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.</p> <p><a href="#">Help for EY Providers / DFE / Physical development</a></p>	
<p><b>Further funding towards Little Wandle, our chosen DFE validated Systematic, Synthetic Phonics programme, to secure stronger phonics teaching and stronger progress.</b></p> <ul style="list-style-type: none"> <li>• Purchase additional Little Wandle resources as required including Little Wandle at home.</li> <li>• Provide additional training/coaching for staff.</li> <li>• Organise timetabling to facilitate effective teaching, groupings and intervention.</li> <li>• Ensure assessments are undertaken to provide next steps/possible interventions.</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	4
<p><b>Fully utilise Jigsaw to support the quality of social and emotional learning and personal development.</b></p> <ul style="list-style-type: none"> <li>• Review updates and disseminate to staff.</li> <li>• Ensure weekly sessions are taking place.</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	1, 6

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

Budgeted cost: £18,597.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Provide additional support staff to support in class learning, maximising opportunities to support pupils in receipt of PPF.</b></p> <ul style="list-style-type: none"> <li>• Maximise morning activity time (8.45-9.00am) with additional</li> </ul>	<p>Whilst there is mixed evidence in terms of the impact of additional adults in a class, we follow the EEF recommendations found here to ensure that learning time is maximised with a range of staffing and resources.</p>	1, 2, 3, 4, 5, 6



<p>reading, phonics and maths support.</p> <ul style="list-style-type: none"> <li>• Provide pre-teach opportunities based on assessment information.</li> <li>• Timetable and provide mop-up and intervention where required to support attainment and progress.</li> <li>• Track the progress and attainment of pupils in receipt of PPF.</li> </ul>	<p><a href="#">Making good use of Teaching Assistants / Research / EEF</a></p>	
<p><b>Provide additional support and intervention to support pupils in receipt of PPF who are also on the SEND register.</b></p> <ul style="list-style-type: none"> <li>• Maximise morning activity time (8.45-9.00am) with additional reading and spelling support and TTRS time.</li> <li>• Provide pre-teach opportunities based on assessment information.</li> <li>• Provide precision teaching to secure basic skills.</li> <li>• Timetable and provide IEP time, Think Pink time and intervention where required to support attainment and progress.</li> <li>• Provide assistive technology to support children with learning across the curriculum.</li> <li>• Provide personalised curriculums for those children working below year group expectations who cannot access the curriculum being taught.</li> <li>• Track the progress and attainment of pupils in receipt of PPF.</li> <li>• Observe children in their learning to ensure provision is appropriate and adapt if necessary.</li> </ul>	<p>Whilst there is mixed evidence in terms of the impact of additional adults in a class, we follow the EEF recommendations found here to ensure that learning time is maximised with a range of staffing and resources.</p> <p><a href="#">Making good use of Teaching Assistants / Research / EEF</a></p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="#">One to one tuition / Research / EEF</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p><b>Provide Language Link assessments and interventions as required.</b></p> <ul style="list-style-type: none"> <li>• Assess all pupils in receipt of PPF.</li> <li>• Timetable intervention and support if required.</li> <li>• Monitor progress of pupils in receipt of PPF.</li> </ul>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 4, 6</p>

<p><b>Provide Speech and Language Assistant to assess and support (as required) pupils in receipt of PPF with their communication and language skills on a 1:1 basis.</b></p> <ul style="list-style-type: none"> <li>• Assess all pupils in receipt of PPF.</li> <li>• Timetable intervention and support if required.</li> <li>• Monitor progress of pupils in receipt of PPF.</li> </ul>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 4, 6</p>
<p><b>Assess gross and fine motor skills of all pupils in receipt of PPF and provide intervention groups as required.</b></p> <ul style="list-style-type: none"> <li>• Assess all pupils in receipt of PPF.</li> <li>• Timetable intervention and support if required.</li> <li>• Monitor progress of pupils in receipt of PPF.</li> </ul>	<p>On average, children who take part in physical development interventions make around five additional months progress in cognitive outcomes.</p> <p><a href="#">Physical Develop / Early Years Toolkit / EEF</a></p> <p>Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.</p> <p><a href="#">Help for EY Providers / DFE / Physical development</a></p>	<p>1, 3, 4, 6</p>
<p><b>Provide additional phonics sessions targeted at pupils in receipt of PPF who require further phonics support.</b></p> <ul style="list-style-type: none"> <li>• Assess all pupils in receipt of PPF.</li> <li>• Timetable intervention and support if required.</li> <li>• Monitor progress of pupils in receipt of PPF.</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 4, 6</p>
<p><b>Provide fortnightly 1:1/small group greater depth challenge groups in English and Maths lessons.</b></p> <ul style="list-style-type: none"> <li>• Teachers to plan appropriate challenges and include higher attaining pupils in receipt of PPF.</li> <li>• Teachers to support and challenge pupils in receipt of PPF on an at least fortnightly basis.</li> <li>• Teachers to monitor the progress of higher attaining pupils in receipt of PPF.</li> </ul>	<p>Based on our experiences and attainment data, we have identified a need to focus on further challenging higher attaining pupils in receipt of PPF.</p>	<p>5, 6</p>

<b>Provide Home Learning Packs to support learning at home.</b> <ul style="list-style-type: none"> <li>Review previously purchased contents and research any additional ones.</li> <li>Provide Home Learning Packs.</li> </ul>	Based on our experiences, we have identified that parents would benefit from additional resources to use at home and for children to have to support home learning activities.	1, 2, 3, 4, 5, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,001.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Provide 'Pupil Premium Champions' for pupils in receipt of PPF to support inclusion, well-being and self-esteem.</b> <ul style="list-style-type: none"> <li>Allocate all children with a Champion.</li> <li>Provide Champions with a list of possible ways to support their child/ren in receipt of PPF.</li> <li>Champions will respond to needs as required.</li> </ul>	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1, 2, 3, 4, 5, 6, 7
<b>Provide well-being packs to support well-being at home.</b> <ul style="list-style-type: none"> <li>Within home learning packs, provide well-being resources suitable for infant aged children.</li> </ul>	Based on the the number of children in receipt of PPF who benefit from our ELSA and well-being support, we have identified a need to support children with their well-being outside of school.	1, 2, 3, 4, 5
<b>Prioritise ELSA for pupils in receipt of PPF as required to support well-being and self-esteem.</b> <ul style="list-style-type: none"> <li>Evaluate the emotional needs of pupils in receipt of PPF</li> <li>Timetable ELSA 1:1/small group sessions as required.</li> <li>Monitor ELSA provision and impact half termly.</li> </ul>	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1, 2, 6
<b>Support transition as pupils join and leave our school as well as move up into new year groups.</b> <ul style="list-style-type: none"> <li>Identify families prior to September who may require additional support for their child as they prepare to start school.</li> </ul>	Successful transition to school influences school achievement and socio-emotional outcomes with sustained long-term benefits <sup>1</sup> . Transition practices are especially critical for children with identified Special Educational Needs and Disabilities (SEND) and children from disadvantaged backgrounds <sup>2,3</sup> .	1, 6

<ul style="list-style-type: none"> <li>• Timetable transition support group for pupils in receipt of PPF in all year groups.</li> <li>• Provide supervised transition visits for pupils in receipt of PPF in Year 2 to support move to the junior school.</li> </ul>	<a href="#">Bristol University / Research / Early Years Transition</a>	
<p><b>Provide a lunch club to support pupils in receipt of PPF.</b></p> <ul style="list-style-type: none"> <li>• Identify children who may require additional lunchtime support.</li> <li>• Provide a range of play-based activities to support personal, social and emotional development.</li> </ul>	<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):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	1, 6
<p><b>Promote extra-curricular engagement of pupils in receipt of PPF.</b></p> <ul style="list-style-type: none"> <li>• Pay the costs of school trips for all pupils in receipt of PPF.</li> <li>• Pay the costs of 2 termly clubs for all pupils in receipt of PPF.</li> <li>• Communicate additional community clubs and provision to families in receipt of PPF.</li> <li>• PP Champions to promote involvement in extra-curriculum activities.</li> </ul>	<p>Based on our experiences, we have identified a need to set funding aside to support families with funding to ensure these opportunities are attended.</p>	1, 6
<p><b>Improve attendance of pupils in receipt of PPF.</b></p> <ul style="list-style-type: none"> <li>• Analyse attendance of pupils with PPF each half term.</li> <li>• Support parents via communication and if required, FSW contact.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1, 2, 3, 4, 5, 6
<p><b>Support parents of pupils in receipt of PPF.</b></p> <ul style="list-style-type: none"> <li>• Provide support using FSW resources.</li> <li>• Communicate parent opportunities and send reminders of these.</li> <li>• Provide additional resources for parents to use at home.</li> <li>• Allocate any additional welfare funding or resources to families in receipt of PPF.</li> <li>• Provide free milk to children in receipt of PPF.</li> <li>• Provide uniform as required for pupils in receipt of PPF.</li> </ul>	<p>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.  <a href="#">Parental Engagement / Research / EEF</a></p>	1, 2, 3, 4, 5, 6

<b>Support parents of SEND pupils in receipt of PPF.</b> <ul style="list-style-type: none"> <li>• Provide support through the SENCos.</li> <li>• SENCos to attend relevant meetings.</li> <li>• SENCos to upload useful resources and information on the school website.</li> <li>• Workshops and Chit, Chat, Tea and Cake sessions to focus on SEND.</li> </ul>	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. <a href="#">Parental Engagement / Research / EEF</a>	1, 2, 3, 4, 5, 6, 7
<b>Track pupil and family engagement and support.</b> <ul style="list-style-type: none"> <li>• Monitor engagement of pupils in receipt of PPF in class and with home learning.</li> <li>• Monitor academic and pastoral support for pupils in receipt of PPF and offer support as required.</li> </ul>	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. <a href="#">Parental Engagement / Research / EEF</a>	1, 2, 3, 4, 5, 6

**Total budgeted cost: £41,262.53**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Good Level of Development (GLD) – In Reception, at the end of the academic year, 2024-2025, 50% of our children in receipt of PPF achieved GLD which is a 3% increase from what was achieved in 2023-2024. When compared to children not in receipt of PPF in 2024-2025, there is a gap of 32% as 82% of children not in receipt of PPF achieved GLD.
- Reading - In Year 2, at the end of the academic year, 2024-2025, 55% of our children in receipt of PPF achieved Expected+ in reading which is 33% lower than in 2023-2024 where the attainment was 88%. When compared to children not in receipt of PPF in 2024-2025, there is a gap of 26% as 81% of children not in receipt achieved Expected.
- Writing – In Year 2, at the end of the academic year, 2024-2025, 36% of our children in receipt of PPF achieved Expected+ in writing which is 39% lower than in 2023-2024 where the attainment was 75%. When compared to children not in receipt of PPF in 2024-2025, there is a gap of 48% as 84% of children not in receipt of PPF achieved Expected+.
- Maths – In Year 2, at the end of the academic year, 2024-2025, 45% of our children in receipt of PPF achieved Expected+ in maths which is 43% lower than in 2023-2024 where the attainment was 88%. When compared to children not in receipt of PPF in 2024-2025, there is a gap of 33% as 78% of children not in receipt of PPF achieved Expected+.
- Despite the support and interventions this group of children received, the Year 2 data was anticipated due to the needs of the children (6 summer born). In this year group, there were 11 pupils in receipt of PPF. 3 of those 11 were on the SEND register with one of these children also having EAL and joining our school in Year 2. Taking the SEND children out of the data, the following could be noted:
- Reading – 75% of children in receipt of PPF attained Expected+ in reading compared to 88% of children not in receipt of PPF.
- Writing – 50% of children in receipt of PPF attained Expected+ in writing compared to 84% of children not in receipt of PPF.
- Maths – 63% of children in receipt of PPF attained Expected+ in maths compared to 78% of children not in receipt of PPF.

#### 1. Attendance rates of pupils in receipt of PPF are in line with pupils not in receipt of PPF.

The difference in attendance rates of pupils in receipt of PPF and those not in receipt is <2%.

94.4%

96.3%

= 1.9%

Pupils in receipt of PPF and their families are supported with communication, advice and strategies if attendance is identified as a concern during half termly monitoring.

#### 2. The % of pupils in receipt of PPF scoring 2 in the ELGs of Listening, Attention & Understanding and Speaking is in line with pupils not in receipt of PPF.

60% of children in receipt of PPF achieved the ELG for Listening, Attention & Understanding compared to 90% of children not in receipt. The gap is 30%. If the 4 children with SEND were removed from the data, 100% of children in receipt of PPF achieved the ELG for Listening, Attention & Understanding.

70% of children in receipt of PPF achieved the ELG for Speaking compared to 95% of children not in receipt. The gap is 25%. If the 4 children with SEND were removed from the data, 100% of children in receipt of PPF achieved the ELG for Speaking.

Pupils in receipt of PPF are included in speech and language interventions and are provided with specialist provision if appropriate.

Parents of pupils in receipt of PPF are supported with advice and activities to support their child with speech and language difficulties.

All pupils in receipt of PPF make progress from their baseline assessments.

#### 3. The % of pupils in receipt of PPF scoring 2 in the ELG of Fine Motor Skills is in line with pupils not in receipt of PPF.

60% of children in receipt of PPF achieved the ELG for Fine Motor Skills compare to 91% of children not in receipt of PPF. The gap is 31%. If the 4 children with SEND were removed from the data, 100% of children in receipt of PPF achieved the ELG for Fine Motor Skills.

Pupils in receipt of PPF are included in fine motor skills interventions and are provided with OT provision if appropriate.

Parents of pupils in receipt of PPF are supported with advice and activities to support their child with fine motor skills.

All pupils in receipt of PPF make progress from their baseline assessments.

**4. Attainment of pupils in receipt of PPF in the Year 1 Phonics Screening increases from the previous year and is more in line with the attainment of pupils not in receipt of PPF.**

77% of children in receipt of PPF achieved the standard of the Year 1 Phonics Screening Check in 2024-2025. This is a 10% increase from what was achieved in 2023-2024 where 67% of children in receipt of PPF achieved the standard.

Whilst 77% of children in receipt of PPF achieved the standard of the Year 1 Phonics Screening Check, 86% of children not in receipt of PPF achieved the standard. The gap is 9% which is an improvement on the gap from the previous year which was 17%.

Pupils in receipt of PPF are closely monitored, assessed using Little Wandle resources and are provided with additional intervention if appropriate.

Parents of pupils in receipt of PPF are supported with advice and activities to support their child with phonics and reading.

All pupils in receipt of PPF make progress from their baseline/on entry/phonics assessments.

**5. Attainment of pupils in receipt of PPF in reading at the end of KS1 increases from the previous year and is more in line with the attainment of pupils not in receipt of PPF.**

See above

Pupils in receipt of PPF are closely monitored, assessed using Little Wandle and through formative and summative assessments and are provided with additional intervention if appropriate.

Parents of pupils in receipt of PPF are supported with advice and activities to support their child with phonics and reading.

All pupils in receipt of PPF make progress from their baseline/on entry/phonics/reading assessments.

**6. Attainment at greater depth of pupils in receipt of PPF in reading, writing and maths at the end of KS1 increases from the previous year.**

In 2024-2025, 27% of children in receipt of PPF achieved Expected+ in reading, writing and maths but none of our children in receipt of PPF achieved Greater Depth.

Pupils with potential for greater depth are closely monitored, assessed and challenged in their learning across reading, writing and maths.

Pupils with potential for greater depth are supported with fortnightly 1:1 time and intervention if appropriate.

**7. The engagement of all pupils in receipt of PPF with home learning tasks increases across all year groups.**

61% of children in receipt of PPF were fully engaged in home learning tasks at the end of the year which was a 6% increase from the beginning of the year. Last year, 52% of children in receipt of PPF were fully engaged in home learning tasks so there has been a 9% improvement.



Home learning engagement RAG scale during Pupil Progress Meetings demonstrates that pupils in receipt of PPF engage further with home learning tasks.

**8. The engagement of all families of pupils in receipt of PPF in attending key school events and supporting their children's academic progress increases across all year groups.**

Parent Engagement monitoring identifies the attendance of family members to the two parents' evenings and two other school events during the academic year.

Parent Engagement monitoring identifies the attendance of family members to the two parents' evenings = 100% which is a 7% increase on last year.

Parent Engagement monitoring identifies the attendance of family members to two other school events during the academic year = 97%

Parents of pupils in receipt of PPF engage with their child's reading record on an at least monthly basis.

## 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
Language Link	Speech and Language Link
Lucid Cops	GL Assessment
Now Press Play Immersive Storytelling	Now Press Play