

# Pupil Premium Strategy Statement 2024-2025

## 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	9.3% (-1.2% from 2023/24) 25 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	19 <sup>th</sup> December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jo Redman (EHT)
Pupil premium lead	Jo Wilson (EDHT & PP Coordinator)
Governor / Trustee lead	Tim Hart

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,480
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>	£42,480

## 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 analysis of attendance data each half term, some pupils in receipt of PPF have had lower attendance than pupils not in receipt of PPF.
2	Through on entry baseline assessments, more pupils in receipt of PPF are not at the expected level for the Communication and Language (14% fewer pupils when compared to the cohort this academic year).
3	Through on entry baseline assessments, more pupils in receipt of PPF are not at the expected level for fine motor skills (20% fewer pupils when compared to the cohort this academic year).
4	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.
5	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.
6	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
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 % 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.	<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 % of pupils in receipt of PPF scoring 2 in the ELG of Fine Motor	Pupils in receipt of PPF are included in fine motor skills interventions and are provided with OT provision if appropriate.

Skills is in line with pupils not in receipt of PPF.	<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>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,230.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Continue to develop staff understanding of how to support pupils in receipt of PPF educationally, socially and emotionally.</b> <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 takes place.</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
<b>Provide further opportunities to ensure there is effective use of diagnostic assessments.</b> <ul style="list-style-type: none"> <li>Purchase Lucid CoPS diagnostic assessment.</li> <li>Provide support/training for staff to ensure assessments are administered and interpreted correctly.</li> <li>Provide time for review of assessments to identify barriers and action plan accordingly.</li> </ul>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	2, 3, 4, 5
<b>Continue to include dialogic activities across the school curriculum, providing a range of opportunities that support pupils to develop communication and language skills, articulate key ideas, consolidate understanding and extend vocabulary.</b> <ul style="list-style-type: none"> <li>Provide staff with research, blogs and resource ideas.</li> <li>Introduce additional dialogic activities within and across year groups including Now Press Play.</li> <li>Ensure assessments are undertaken and interventions planned and carried out 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:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	2, 4, 5
<b>Develop gross and fine motor skill based activities across the school, providing a range of opportunities</b>	<p>On average, children who take part in physical development interventions make around five</p>	3, 5

<p><b>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>• Evaluate current practice and assess children's gross and fine motor skills.</li> <li>• Introduce additional activities within and across year groups.</li> <li>• Ensure assessments are undertaken and interventions planned and carried out as required.</li> </ul>	<p>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><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 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>• Additional CPD to be provided to all staff to support 'Jigsaw' being embedded into practice.</li> <li>• Timetabling to ensure Jigsaw is a focus every week.</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: £19,381.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Provide additional support staff to support in class learning, maximising opportunities to support pupils in receipt of PPF.</b>	Whilst there is mixed evidence in terms of the impact of additional adults in a class, we follow the EEF recommendations found here to	1, 2, 3, 4, 5, 6

<ul style="list-style-type: none"> <li>Maximise morning activity time (8.45-9.00am) with additional reading, phonics and maths support.</li> <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>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><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>	1, 2, 4, 6
<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>	1, 2, 4, 6
<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>	1, 3, 4, 6
<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> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have</p>	1, 4, 6

<ul style="list-style-type: none"> <li>• Timetable intervention and support if required.</li> <li>• Monitor progress of pupils in receipt of PPF.</li> </ul>	<p>been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></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>	5, 6

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

Budgeted cost: £8898.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Prioritise ELSA for pupils in receipt of PPF as required to support well-being and self-esteem.</b></p> <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>	<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, 2, 6
<p><b>Support transition as pupils join and leave our school as well as move up into new year groups.</b></p> <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> <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>	<p>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>.  <a href="#">Bristol University / Research / Early Years Transition</a></p>	1, 6
<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> </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</p>	1, 6

<ul style="list-style-type: none"> <li>• Provide a range of play based activities to support personal, social and emotional development.</li> </ul>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	
<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> </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.</p> <p><a href="#">Parental Engagement / Research / EEF</a></p>	1, 2, 3, 4, 5, 6
<p><b>Track pupil and family engagement and support.</b></p> <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>	<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.</p> <p><a href="#">Parental Engagement / Research / EEF</a></p>	1, 2, 3, 4, 5, 6

**Total budgeted cost: £42,510.63**

## 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, 2023-2024, 47% of our children in receipt of PPF achieved GLD which is a 10% decrease from what was achieved in 2022-2023. When compared to children not in receipt of PPF in 2023-2024, there is a gap of 6% as 53% of children not in receipt of PPF achieved GLD. Last year's gap was 20% so there is a 14% improvement.
- Reading - In Year 2, at the end of the academic year, 2023-2024, 88% of our children in receipt of PPF achieved Expected+ in reading which is 46% higher than in 2022-2023 where the attainment was 42%. When compared to children not in receipt of PPF in 2023-2024, children in receipt of PPF attainment higher than children not in receipt of PPF at Expected+. Last year's gap was 58% and this year, children in receipt of PPF outperformed their non-PPF peers by 8%.
- Writing – In Year 2, at the end of the academic year, 2023-2024, 75% of our children in receipt of PPF achieved Expected+ in writing which is 25% higher than in 2022-2023 where the attainment was 50%. When compared to children not in receipt of PPF in 2023-2024, there is a gap of 3% as 78% of children not in receipt of PPF achieved Expected+. Last year's gap was 31% so there is a 28% improvement.
- Maths – In Year 2, at the end of the academic year, 2023-2024, 88% of our children in receipt of PPF achieved Expected+ in maths which is 30% higher than in 2022-2023 where the attainment was 58%. When compared to children not in receipt of PPF in 2023-2024, children in receipt of PPF attainment higher than children not in receipt of PPF at Expected+. Last year's gap was 17% and this year, children in receipt of PPF outperformed their non-PPF peers by 8%.
- The data above for children in receipt of PPF is based on 8 pupils. 3 of those 8 were on the SEND register. Taking those children out of the data, the following could be noted:
- Reading – 100% of children in receipt of PPF attained Expected+ in reading compared to 90% of children not in receipt of PPF.
- Writing – 100% of children in receipt of PPF attained Expected+ in writing compared to 88% of children not in receipt of PPF.
- Maths – 80% of children in receipt of PPF attained Expected+ in maths compared to 90% of children not in receipt of PPF.

#### Evaluation of Intended Outcomes:

##### 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%.

94.9%

96.5%

= 1.6%

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.

83% of children in receipt of PPF achieved the ELG for Listening, Attention & Understanding compared to 90% of children not in receipt. The gap is 7%.

83% of children in receipt of PPF achieved the ELG for Speaking compared to 95% of children not in receipt. The gap is 12%.

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.

92% of children in receipt of PPF achieved the ELG for Fine Motor Skills which is 2% higher than children not in receipt of PPF.

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.**

67% of children in receipt of PPF achieved the standard of the Year 1 Phonics Screening Check in 2023-2024. This is a 17% increase from what was achieved in 2022-2021 where 50% of children in receipt of PPF achieved the standard.

Whilst 67% of children in receipt of PPF achieved the standard of the Year 1 Phonics Screening Check, 84% of children not in receipt of PPF achieved the standard. The gap is 17% which is an improvement on the gap from the previous year which was 32%.

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 2022-2023, 33% of children in receipt of PPF achieved Expected+ in reading, writing and maths. In 2023-2024, none of our children in receipt of PPF achieved Expected+ in reading, writing and maths. There was not enough consistent evidence for the 1 child who was being supported and challenged in writing to achieve GD.

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.**

48% of children in receipt of PPF were not fully engaged in home learning tasks at the end of the year which was the same as it was at the beginning of the year.

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 = 93%

Parent Engagement monitoring identifies the attendance of family members to two other school events during the academic year = 100%

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