

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 | Yeadon Westfield Infant School |
| Number of pupils in school | 153 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Lisa Rollett |
| Pupil premium lead | Dawn Lowry |
| Governor / Trustee lead | Lisa Rollett |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £44,380 |
| Recovery premium funding allocation this academic year | £3,624 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £48,004 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, 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, such as 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | An increasing number of children are entering school with speech and language difficulties which are impacting on attainment. |
| 2 | Evidence from the inclusion worker demonstrates that following discussions with children and families, there are an increasing number of children with social and emotional needs and these affect wellbeing and academic progress. |
| 3 | Due to external agency time frames, children and families are waiting for increasing periods of time for support. |

| | |
|---|--|
| 4 | Reduction in percentage of children eligible for Pupil Premium achieving expected combined standard at the end of Y2 |
| 5 | Reduction in percentage of children eligible for Pupil Premium achieving age related expectations in reading in Y1. |

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 |
|--|---|
| To increase percentage of children eligible for Pupil Premium achieving the expected combined standard at the end of Y2. | Assessments to show an increase in the percentage of children achieving the expected combined standard at the end of Y2. |
| To increase percentage of children eligible for Pupil Premium achieving the expected standard in Reading in Y1. | End of year assessments in Y1 to show an increase in the percentage of children achieving the expected standard in reading. |
| To provide targeted intervention and support to those children and families waiting for external assessments. | Children to have their needs met as much as possible through provision in school while awaiting external assessments. |
| Pupils and families with identified social, emotional or mental health needs are well supported by school staff and/or other agencies so that needs are met, and barriers removed or alleviated. | Inclusion worker and Senco to identify children needing additional support. Barriers to learning are reduced or overcome. Improved social and emotional outcomes. Children have improved self-esteem and self-confidence. |
| To identify speech and language difficulties in a timely manner. | Children seen by speech and language therapist as soon as possible. Programmes of support to be provided by speech and language therapist. Programmes to be delivered by inclusion worker. Parents/carers supported by inclusion worker and speech and language therapist to deliver aspects of the programme at home. Referrals made to external agencies. |

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 £3690

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Employ Speech and Language therapist for nine days per year. | Time frames of external agencies mean that children and families are having to wait longer and therefore needs are not being addressed through specific targeted support in a timely fashion. There is a risk of the attainment gap widening for those children. | 1 and 3 |
| Staff to receive training in delivering speech and language programmes | In both the EEF Early Years Toolkit and the Teaching and Learning Toolkit, there is research linked to the positive impact of oral communication and language approaches on attainment. | 1 |

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

Budgeted cost: £25392.77

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Extra teaching assistant hours to make provision for more group and 1-1 support to address key gaps and target misconceptions. | The EEF Guide to Pupil Premium states that evidence consistently shows the positive impact of targeted academic support. Evidence shows early intervention has great potential to narrow the gap. The EEF Guide to Supporting School Planning states that evidence indicates that small group and 1-1 support can be a powerful tool for supporting pupils. | 4 and 5 |

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

Budgeted cost: £22611.23

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pastoral support from inclusion worker for parents/carers and children | Evidence shows that effective social and emotional learning can lead to significant learning gains. School has seen an increased need amongst families for social and emotional support. | 2 and 3 |
| To support vulnerable families with payment for enrichment activities | Enrichment programmes develop self-confidence and self-esteem and this impacts on learning gains | 2 |

Total budgeted cost: £48,004

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 2020 to 2021 academic year.

The Governors targeted funding in 2022-23

to help fund pastoral support to work with children across the school

to provide additional academic support to ensure all children meet their targets

to support vulnerable families with payment of enrichment activities

to provide support for a variety of needs across the school

Key

EXS = at the expected range

GDS = working at greater depth

Combined scores (RWM).

Year 2 – end of year data

| | EXS (all) | GDS (all) | EXS (PP) | GDS (PP) |
|-----------------------------------|--------------|--------------|-------------|-------------|
| Reading | 86.3% | 27.5% | 83.3% | 33.3% |
| Writing | 82.4% | 15.7% | 66.7% | 33.3% |
| Maths | 92.2% | 19.6% | 83.3% | 33.3% |
| Combined (age related for RWM) | 78.4% | 9.8% | 66.7% | 16.7% |

. Phonics

All Y2 children 87.5%

Pupil Premium children 87.5%

Year 1 – end of year data

| | EXS (all) | GDS (all) | EXS (PP) | GDS (PP) |
|---------|--------------|--------------|-------------|-------------|
| Reading | 82% | 20% | 70% | 0 |
| Phonics | 91.2% | N/A | 70% | N/A |
| Writing | 78% | 13% | 70% | 0 |
| Maths | 84% | 20% | 80% | 0 |

Reception – end of year data 2023

73.5% GLD (Good Level of Development)

Pupil Premium: 62.5% GLD