

# Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	134
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025
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	£30,220
Recovery premium funding allocation this academic year	£2,718
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	£32,938

# 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	A number of children are on the SEND register and are eligible for pupil premium funding.
5	Children eligible for pupil premium achieving age related expectations in writing at the end of KS1 lags behind the overall cohort and therefore impacts on reading, writing and maths combined results.

## 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 standard in writing at the end of Y2.
To provide targeted intervention and support to those children and families waiting for external assessments. Provision for all children particularly those with SEND meets needs.	Children to have their needs met as much as possible through provision in school while awaiting external assessments. Children with SEND make good progress.
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 £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Speech and Language therapist for six 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 from SPLT.	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: £16107

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: £13831

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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

Total budgeted cost: £32,938

# 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 2023 to 2024 academic year.

The Governors targeted funding in 2023-24

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 2024**

	EXS (all)	GDS (all)	EXS (PP)	GDS (PP)
	54 chn		10 chn	
Reading	85%	39%	80%	20%
Writing	81%	19%	70%	0%
Maths	83%	28%	80%	20%
Combined(age related for RWM)	78%	13%	70%	0%

**Year 1 – end of year data**

	EXS (all)	GDS (all)	EXS (PP) (10 chn)	GDS (PP)
Reading	86%	18%	70%	0
Phonics	90%	N/A	80%	N/A
Writing	76%	14%	50%	0
Maths	88%	24%	70%	0

**Reception – end of year data 2023**

73.6% GLD (Good Level of Development) (34 chn)

Pupil Premium: 100% GLD (2 chn)