

Withinfields Primary School 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	Withinfields Primary School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	24.6% (81 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen York
Pupil premium lead	Roxanne Rothery
Governor / Trustee lead	Shirley Sunderland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99 610
Recovery premium funding allocation this academic year	£10 041
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	£109 651

Part A: Pupil premium strategy plan

Statement of intent

At Withinfields, all members of staff and the governing body are committed to meeting the academic, pastoral and social needs of disadvantaged pupils, within our happy and inclusive environment. We endeavour to ensure that each child develops a love for learning and develops the skills and aspirations needed to fulfil their potential. Our pupil premium strategy outlines our focus on improving quality first teaching, fostering a love of reading and enabling our pupils to be independent learners.

Challenges

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

Challenge number	Detail of challenge
1	Less independent learners, therefore more reliant on quality first teaching and targeted intervention to make accelerated progress.
2	Attendance and / or punctuality of our disadvantaged children.
3	Limited experiences and vocabulary, especially in areas wider than everyday life.
4	Lower rates of home reading, at times accompanied by a lack of access to books.
5	Pastoral, family and home-related issues (e.g. emotional and relationship difficulties, lower academic aspirations, housing and transport challenges).
6	Lack of pre-school nutrition leading to a reduction in readiness for learning.

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
Quality first teaching impacts positively on pupil progress measures	Disadvantaged pupils make accelerated progress in reading, writing and maths. Targeted intervention monitoring shows that those who are underachieving catch up quickly.
Improved attendance	Attendance data for disadvantaged pupils is in line with or better than non-disadvantaged pupils / national average.

Increased independence as a result of high-quality teaching and learning opportunities	Formal observations, work scrutiny and pupil voice evidence highly effective teaching, where disadvantaged pupils are a focus.
Staff foster a love of reading	Children articulate enthusiasm for their favourite books and are listened to and read to regularly. Stories, poems, rhymes and non-fiction are chosen deliberately by staff; pupils can articulate their enjoyment and familiarity for a wide range of reading material. Children choose a Bedtime Reader / Reading for Pleasure book to share with adults at home, regardless of their reading age.
Increased parental confidence and interactions with school	Increased attendance at parent support groups and information sessions. Increased communication via ClassDojo or other means in relation to children's learning and well-being.
Pupils are ready to learn after receiving a nutritious breakfast	Adequate before school nutrition is provided to disadvantaged pupils, leading to increased concentration within lesson observations.
Effective teaching of phonics and early reading	Books match the sounds children know, if still progressing through our phonics programme, allowing children to confidently read. All staff are experts in early reading and given CPD to facilitate this. Pupils who fall behind in our phonics programme catch up quickly. % of disadvantaged pupils passing the phonics screening check is in line or above our non-disadvantaged pupils. Pupils read with accuracy, automaticity, understanding and prosody. Observations show that the Read, Write, Inc. phonics programme is taught with fidelity, consistency, and continuity. Clear expectations of pupils' phonics progress, term by term.
Children's oracy is developed; pre-taught vocabulary is used effectively by pupils, in context	Vocabulary domains in Reading assessments are well answered, with a high proportion of pupils answering these questions well. Subject leader interviews show pre-taught vocabulary is appropriately articulated.
Strong pastoral support promotes enhanced wellbeing for disadvantaged pupils and their families	Parent questionnaire shows that they feel supported by school systems. High percentage of disadvantaged parent/carer questionnaire responses. Family and home-related issues are swiftly addressed by expert professionals.
Children's needs are identified early within the EYFS unit.	Children catch up quickly because timely intervention is provided.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD / training - focus on QFT, early identification of need, target setting, monitoring of impact, graduated approach for SEND</i>	EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. High quality teaching that is effective for disadvantaged learners is providing effective teaching for all. Pedagogical expertise is a key component of successful teaching of early reading - EEF. Estimated +3 months progress.	1, 4
<i>Little Wandle Letters & Sounds Revised training for all staff</i>	Little Wandle highly recommended by the English Teaching hubs in Calderdale. Average impact of adopting systematic, synthetic phonics approach: +5 months progress over one year. Government validated SSP programme.	4, 3, 1
<i>SEND-specific whole-school training: AET Autism; Intensive Interaction</i>	'Best autism education programme' award in consecutive years since 2019. This programme has been adopted and promoted by Calderdale's Specialist Inclusion Service. Expert-led autism training required due to high and ever increasing numbers of pupils in school who have autism or who are awaiting formal diagnosis.	1, 5
<i>Metacognitive Strategies CPD</i>	Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used well. Potential impact of these approaches is very high, particularly for disadvantaged pupils.	1
<i>SLT training on Paul Dix's 'When The Adults Change' disseminated to all staff</i>	EEF behaviour recommendations: 'Teach learning behaviours alongside managing behaviour' 'Use classroom management strategies to support good classroom behaviour' 'Use simple approaches as part of regular routine' 'Tailor targeted approaches to meet the needs of individuals in your school'	5, 1
<i>Dingley's Promise CPD for staff in EYFS/KS1</i>	Inclusive practice vital for EYFS practitioners in creating a supportive environment for children with SEND.	1, 3

	EYSEND Network recommendation.	
<i>Reading comprehension strategies training</i>	Wider access of cross-curricular subjects for lower attaining pupils. Teaching of reading comprehension strategies +6 months additional progress.	1, 3, 4
<i>Additional teaching staff in year 6 to support teaching of reading and maths</i>	In-school evidence supports continuation of this strategy: 2023 KS2 Reading SATs: 92% of the pupil premium cohort achieved at least the expected standard. Higher proportion of pupil premium children within the cohort achieving greater depth.	1, 3, 4
<i>NCETM Maths Mastery CPD focussing on number sense</i>	'Mastery learning appears to be a promising strategy for narrowing the gap' EEF recommended strategy.	1
<i>Clicker 8 CPD - Technology to support QFT</i>	Previous positive impact and positive feedback from pupils and staff. Ongoing staff CPD on the software has been positively received. Software continues to have a positive impact on pupils' attitude towards writing and their writing outcomes.	1
<i>Continued 'Analysis of reading skills/ability' intervention approach CPD</i>	Ofsted promote this approach to a consistent phonics approach that has fidelity and matches the needs of pupils who are yet to crack the phonics code. Venn diagram approach has been successful with staff previously. Improved understanding of automaticity, accuracy and independent understanding.	1, 4
<i>Support for Early Career Teachers</i>	Strategy supports the government's teacher retention strategy. Direct, explicit instruction and coaching given to ECTs from experienced staff.	1
<i>CPD - writing conferencing & feedback; Teaching & assessing writing (Alison Phillipson); Alan Peat sentence progression</i>	Writing conferencing is having a positive impact on disadvantaged pupils' writing. EEF found that this approach may be beneficial for increasing the creativity of disadvantaged children. Improved staff confidence and understanding of the learning journey in writing lessons and how to use the writing toolkit.	1
<i>Teaching assistant continual CPD / review</i>	EEF recommendations: Continued CPD on the effectiveness of LSAs within the classroom to promote independent learning skills. Training will focus on prioritising ownership of tasks rather than task completion. Retaining high-quality teaching interventions by ensuring they are brief, intensive and structured. Sufficient time allocated for LSA training and for meetings out of class to enable necessary lesson preparation and feedback.	1, 4
<i>Early identification of need, particularly within EYFS unit</i>	Early identification allows quicker catch-up intervention and strategies to be identified and implemented.	1

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 maths intervention delivered by year 6 teacher</i>	Previous success with this approach: The Pupil Premium cohort's Maths Expected Standard has increased by 30.1% from 54.5% in 2021/22 to 84.6% in 2022/23. 84.6% of the school's Pupil Premium cohort achieved the expected standard in Maths at the end of KS2. This is 5.7% higher than the national non-disadvantaged cohort at 78.9%.	1
<i>Maths boosters for year 6 pupils focussed on arithmetic</i>		
<i>1:1 tuition of phonics in KS2</i>	Fewer children requiring phonics teaching in UKS2 compared with previous years. Impact of disadvantaged children accessing whole-class reading lessons in KS2 is very strong.	1
<i>IDL Cloud reading and spelling online intervention programme</i>	Considers recommendations from EEF: Careful timetabling in place to ensure consistent delivery. Data from 2022-23 shows a positive impact.	1
<i>GL Learning Assessment screeners</i>	Targeted support given more quickly due to accurate assessment of need.	1
<i>Lingo SALT support for 2 terms</i>	Individualised programme of support tailored to children's individual needs - pupils receive support on average 12 months quicker than those waiting for specialist SALT input through the NHS. Number of pupils in KS2 requiring SALT input is dramatically reduced.	
<i>Language Legends intervention</i>	Whole-school focus on oracy. Vocabulary acquisition highly supported and advocated on National Professional Qualification in Leading Literacy. Pupil voice regarding these sessions is positive.	1
<i>Chatterboxes intervention</i>		
<i>Little Wandle catch up / keep up sessions in KS1</i>	Consistently high % of pupils achieving a pass in the phonics screening check.	1, 4, 3
<i>Little Wandle Rapid Catch up sessions in KS2</i>	Evidence base suggests that qualified teachers tend to get better results when delivering phonics interventions - teacher from KS2 delivering much of this provision. More children are now accessing whole-class reading due to fluent reading.	1, 4, 3
<i>Reading boosters for year 6 pupils (separate boosters for EXP and GDS focus children)</i>	Positive results from these approaches in terms of % of disadvantaged children achieving a scaled score of 100 by July. Marked improvement in vocabulary acquisition of these pupils compared to their starting points on BPVS.	1, 3, 4
<i>Peer tutoring</i>	Recommended by EEF Toolkit.	1

	<p>Cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee. Evidence that lowest attaining pupils have the most significant impact. Questioning frames and training for tutors and staff to be carefully considered to maximise impact. Careful consideration to be given to consolidating existing learning.</p> <p>Peer tutoring increases the amount of verbal feedback given to disadvantaged children.</p>	
<i>Talk Boost</i>	Early years interventions highly recommended by EEF.	3
<i>Pre-teaching of topic vocabulary</i>	<p>Vocabulary knowledge is a predictor of achievement and often related to socioeconomic status.</p> <p>Focus on vocabulary acquisition has led to a positive impact in previous years on the number of pupils correctly answering vocabulary based questions on reading papers.</p>	3
<i>Technology improvements</i>	<p>More pupils are able to engage in online learning interventions such as IDL Cloud and Nessy.</p> <p>EEF Guidance suggests that technology is useful for increasing retention of key knowledge - the nature of intervention programmes delivered using technology matches this.</p> <p>Teacher workload supported by access to staff drives and add-ons such as Clicker 8.</p>	1
<i>Dedicated member of staff promoting love of reading at Get Set Go club / OOSC</i>	Previous positive impact of staff spending time having conversations around reading and reading to children. Supports children who have limited 1:1 reading with an adult at home.	4, 3
<i>Small group maths interventions using Mastering Number</i>	Supports theory on improving working memory - staff to revisit content taught in maths lessons to promote overlearning and confidence, as per peer mentor strategy.	1
<i>Phonics-based UKS2 spelling</i>	Continued training with staff on this approach after successful roll out across KS2 and positive impact on spelling scores in KS2 SATs.	1, 3
<i>Writing conferencing to improve feedback</i>	Feedback to focus on the process of writing and on pupils' self-management of their learning. EEF Toolkit suggests some areas of the curriculum benefit more from feedback than others and that writing indicates gains of 8 months / 'very positive effects on learning'.	1
<i>Range of 1:1 interventions focussed on SEMH, including sensory circuits, access to sensory provision, Language for Emotions and SULP</i>	<p>Highly structured supporting resources with assessment used to track progress carefully.</p> <p>Learning support assistants receive extensive training on interventions provided.</p> <p>Positive, calm atmosphere in school is documented regularly on school effectiveness and note of visit feedback forms.</p>	1

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Get Set Go club</i>	Children ready to learn and improvement in attendance seen in previous years for disadvantaged cohorts.	6, 2
<i>Withinfields' Wellbeing Vision</i>	<p>Area of positivity and growth to focus on: improved friendships; cultivation of plants and produce; and a love of reading.</p> <p>Wildlife Area project aims to ensure that more disadvantaged children access this area more regularly, maximising opportunities to learn and strengthening community links.</p> <p>Life Skills project supported by current research from Character Education; disadvantaged pupils encouraged to represent their class and Team Withinfields, alongside being offered opportunities to practise fundamental life skills such as interviews. Focus on practical life skills will allow disadvantaged pupils to be more independent in their later lives.</p>	
<i>Free access to wider-curricular activities and clubs; residential activities</i>	Positive feedback from parents and pupils.	3, 2
<i>Raising aspirations events; Poetry Slam; Storyteller evening; Shakespeare performance</i>	Better articulation of future aspirations and improved knowledge regarding career paths. Focus on members of the community who overcame adversity or celebrated 'difference' within their lives had the biggest impact previously, and therefore will continue.	5, 3
<i>PE kit</i>	All disadvantaged pupils are able to access their full entitlement to our PE curriculum.	5, 6
<i>Parent voice group</i>	<p>EEF guidance - Effective parental engagement can lead to learning gains of +3 months of the course of a year.</p> <p>Evidence suggests talking to less involved parents about support they would find helpful.</p>	5
<i>Targeted support for children with identified SEMH needs, including calm club, Boxall profiling, DSL support, EMHP support</i>	Extremely positive uptake from disadvantaged children for calm club. Reduced number of behaviour incidents since this provision was established. Electronic Health Needs Assessment outlines need for targeted support.	5

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 2022 to 2023 academic year.

Please see Withinfields' Pupil Premium Impact Report, which is available on the school website, for a full evaluation of intended outcomes.