

Pupil Premium Impact Statement 2023-2024

This report details the impact relating to the spending of our pupil premium and recovery premium funding **this academic year** to address the challenges outlined in our Pupil Premium Strategy 2021-2024. Details of the funding breakdown can be found on the Pupil Premium Strategy document 2021-2024 via the school website.

At Withinfields, we hold exceptionally high expectations of **all** pupils in school, including those with SEND. We are a highly inclusive school, who are well-known within the local authority for strong SEND provision, with significantly higher than average numbers of pupils with SEND and EHCPs. It is worthy to note that impact relating to the KS2 SATs outcomes in 2024, as detailed below, was a group of 11 disadvantaged pupils; 8 of these pupils were on the SEND register and 3 of those 8 pupils had an EHCP plan. Currently, the % of disadvantaged pupils at Withinfields who also have SEND is 38.5% (10.1% higher than the national picture).

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge addressed	Impact
<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	At KS2 in 2024, Withinfields' disadvantaged pupils achieving the RWM expected standard was 9.1% higher than the national disadvantaged standard.
<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	A large focus on the quality of reading lessons in KS2 had a significant positive impact on Reading outcomes: Reading results at KS2 in 2024 for Withinfields' disadvantaged pupils achieving the higher standard of greater depth were 3.4% higher than non-disadvantaged pupils nationally. These results are 18.3% higher than the national disadvantaged results.
<i>SEND-specific whole-school training: AET Autism; Intensive</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	1, 5	

<p><i>Interaction</i></p> <p><i>Metacognitive Strategies CPD</i></p>	<p>ever increasing numbers of pupils in school who have autism or who are awaiting formal diagnosis.</p> <p>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.</p>	<p>1</p>	<p>Withinfields’ disadvantaged pupils achieved an average scaled score of 106.1, only 0.1 lower than the national non-disadvantaged cohort.</p>
<p><i>SLT training on Paul Dix’s ‘When The Adults Change’ disseminated to all staff</i></p>	<p>EEF behaviour recommendations:</p> <p>‘Teach learning behaviours alongside managing behaviour’</p> <p>‘Use classroom management strategies to support good classroom behaviour’</p> <p>‘Use simple approaches as part of regular routine’</p> <p>‘Tailor targeted approaches to meet the needs of individuals in your school’</p>	<p>5, 1</p>	<p>All staff in school are now trained on Little Wandle Letters and Sounds. Due to the number of pupils with EHCPs and significant and complex needs in EYFS in September 2024, many staff are now trained on the Little Wandle SEND Programme.</p>
<p><i>Dingley’s Promise CPD for staff in EYFS/KS1</i></p>	<p>Inclusive practice vital for EYFS practitioners in creating a supportive environment for children with SEND.</p>	<p>1, 3</p>	<p>100% of the school’s disadvantaged cohort achieved the expected standard in phonics at Y2. This is 51.5% higher than the national disadvantaged and 42% higher than the national non-disadvantaged cohorts.</p>
<p><i>Reading comprehension strategies training</i></p>	<p>Wider access of cross-curricular subjects for lower attaining pupils.</p> <p>Teaching of reading comprehension strategies +6 months additional progress.</p>	<p>1, 3, 4</p>	<p>Despite extremely high numbers of pupils entering our EYFS with SEND, intervention is targeted and effective for <u>all</u> pupils.</p>
<p><i>Additional teaching staff in year 6 to support teaching of reading</i></p>	<p>In-school evidence supports continuation of this strategy:</p> <p>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.</p>	<p>1</p>	<p>Dingley’s Promise training had a positive impact on staff knowledge and confidence as detailed in staff supervision.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<i>1:1 maths intervention delivered by year 6 teacher; Maths boosters for year 6 pupils focussed on arithmetic</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	KS2 results in 2024 showed a positive impact of writing conferencing: +2.8% pupils achieved the writing greater depth standard compared with the national disadvantaged picture. % of Withinfields disadvantaged pupils achieving the expected standard in writing was also 5.1% above the national disadvantaged picture.
<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	Implementation of spelling programmes and phonics-based spelling lessons post phonics had a positive impact on outcomes at KS2: % of Withinfields disadvantaged pupils achieving the higher standard in GPS was 7.5% above the national disadvantaged picture. Withinfields disadvantaged pupils achieving the expected standard in GPS was 13.8% higher than national disadvantaged pupils.
<i>GL Learning Assessment screeners Lingo SALT support for 2 terms</i>	Targeted support given more quickly due to accurate assessment of need. 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.	1	
<i>Language Legends / LINGO 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>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	Spelling results in the KS2 SATs showed that phonics-based spelling had a positive impact on outcomes, with disadvantaged pupils increasing their average raw score from 8.8 in October 2023 to 11.4 in May 2024. This is a combined increase of 29 correct spellings between the 10
<i>Little Wandle Rapid</i>	Evidence base suggests that qualified teachers	1 4 3	

<i>Catch up sessions in KS2</i>	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.		disadvantaged pupils who sat the spelling paper.
<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	Maths arithmetic boosters had a positive impact: % of Withinfields disadvantaged pupils achieving the expected standard in maths was 4.6% above the national disadvantaged picture.
<i>Pre-teaching of topic vocabulary</i>	Vocabulary knowledge is a predictor of achievement and often related to socioeconomic status. 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.	3	Get Set Go club continued to have a positive impact on punctuality and readiness to learn. 0% of the disadvantaged cohort were severely persistently absent. The correlation between disadvantaged pupils and pupils with SEND will be a focus in future pupil premium strategy documents through the implementation of a parental liaison officer.
<i>Technology improvements</i> <i>Dedicated member of staff promoting love of reading at Get Set Go club / OOSC</i>	More pupils are able to engage in online learning interventions such as IDL Cloud and Nessy. EEF Guidance suggests that technology is useful for increasing retention of key knowledge - the nature of intervention programmes delivered using technology matches this. Teacher workload supported by access to staff drives and add-ons such as Clicker 8. 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.	1 4, 3	Little Wandle rapid catch-up and keep-up sessions in KS2 had a positive impact with 96% of pupils in KS2 able to access whole-class teaching of reading lessons due to fluent reading ability.
<i>Small group maths interventions using Mastering Number; Year 4 booster for mental arithmetic</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	The Mastering Number programme is having a positive impact for children in KS1. Cohort of children who have had this programme delivered consistently since EYFS achieved well in their end of year 1 assessments: 85.7% of disadvantaged pupils reached the expected standard in maths.
<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	1	Impact of the mental arithmetic booster for Y4 pupils had a significant positive impact on outcomes in the

	benefit more from feedback than others and that writing indicates gains of 8 months / 'very positive effects on learning'.		multiplication times tables check in year 4. In 2024, the % of disadvantaged pupils achieving a score of 20 or above (out of 25) was 83% - a significant increase compared with the previous year's disadvantaged cohort who had not had this additional booster - 43%.
<i>Range of 1:1 interventions focussed on SEMH, including sensory provision, Language for Emotions and Sulp</i>	Highly structured supporting resources with assessment used to track progress carefully. Learning support assistants receive extensive training on interventions provided. Positive, calm atmosphere in school is documented regularly on school effectiveness and note of visit feedback forms.	1	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<i>Get Set Go club</i>	Children are ready to learn and there is an improvement in attendance seen for disadvantaged cohorts	6, 2	Get Set Go club continued to have a positive impact for many disadvantaged families where case studies show that punctuality improved and children were ready to learn after having breakfast and social time before school.
<p data-bbox="192 437 416 501"><i>Withinfields' Wellbeing Vision</i></p> <p data-bbox="192 608 450 735"><i>Free access to wider-curricular activities and clubs; residential activities</i></p> <p data-bbox="192 858 450 1059"><i>Raising aspirations events; Poetry Slam; Storyteller evening; Shakespeare performance</i></p>	<p data-bbox="533 437 1128 533">Area of positivity and growth to focus on: improved friendships; cultivation of plants and produce; and a love of reading.</p> <p data-bbox="533 549 1151 676">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 data-bbox="533 692 1173 820">Life Skills project supported by current research from Character Education. Focus on practical life skills will allow disadvantaged pupils to be more independent in their later lives.</p> <p data-bbox="533 836 1128 1043">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.</p>	<p data-bbox="1234 437 1301 469">6, 2</p> <p data-bbox="1234 676 1301 708">3, 2</p> <p data-bbox="1234 868 1301 900">5, 3</p>	<p data-bbox="1444 549 2040 788">Before and after school clubs were well attended by disadvantaged pupils. In years 1-6, 48% of disadvantaged pupils attended clubs; this is in line with non-disadvantaged pupils. Data for autumn term of 2024 shows that is further increasing, with disadvantaged pupils being the highest attenders of clubs.</p> <p data-bbox="1444 836 2040 1043">Disadvantaged pupils were well represented in raising aspiration events: Calderdale Poetry Slam, Withinfields' Poetry Festival; pupil representation on the school council; pupil representation at inter-school sports; Withinfields' Talent Show.</p>
<i>PE kit</i>	<p data-bbox="533 1102 1151 1198">EEF guidance - Effective parental engagement can lead to learning gains of +3 months of the course of a year.</p> <p data-bbox="533 1206 1128 1264">Evidence suggests talking to less involved parents about support they would find helpful.</p>	5	Disadvantaged pupils were well represented in assemblies written and delivered by pupils (and their parents) about their special educational needs to increase awareness and celebrate differences within school.