

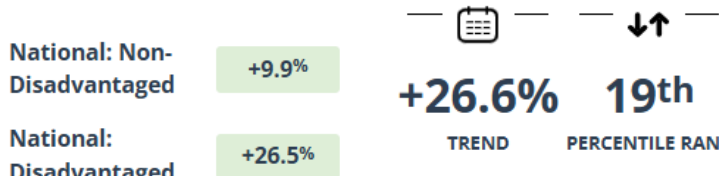
## Pupil Premium Impact Statement 2024-2025

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 2024-2027. Details of the funding breakdown can be found on the Pupil Premium Strategy document 2024-2027 via the school website.

At Withinfields, we hold exceptionally high expectations of **all** pupils in school, including those who are disadvantaged. We are a highly inclusive school, who are well-known and widely recommended 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 2025, as detailed below, was a group of 18 disadvantaged pupils; of these pupils, 39% were on the SEND register and 16.6% had an EHCP. A further 16.6% of pupils had experienced significant childhood trauma. Currently, the % of disadvantaged pupils at Withinfields who also have SEND is 33% (3.5% higher than the national picture).

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<p><b>Little Wandle phonics core programme</b> (including coaching and mentoring; staff CPD; work with the English Hub; leadership time; and resourcing)</p>	<p>Successful implementation in 2023, leading to improved outcomes for disadvantaged pupils; government-approved systematic synthetic phonics programme.</p> <p>Pedagogical expertise is a key component of successful teaching of early reading - EEF. Estimated +3 months progress. Rapid-catch up shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.</p> <p>Ofsted promotes this consistent phonics approach that has fidelity and matches the needs of pupils who are yet to crack the phonics code.</p>	<p>1, 3, 4</p>	<p>Phonics leaders, teachers and support staff within the school have worked closely with the English Hub over the academic year 2024-25 and worked tirelessly to improve outcomes for pupils via the successful implementation of the Little Wandle phonics scheme.</p> <p>English Hub half-termly reports provided to school document extensive progress made since the implementation of Little Wandle, in terms of leadership and high-quality teaching and learning for all.</p> <p>One quote from the final feedback report in July 2025 reads: "...is down to the hard work of everyone involved and has directly contributed to the fantastic and very well-deserved phonics outcomes achieved this year. Well done, all!"</p> <p>Both predicted (80%) and aspirational (85%) Phonics Screening Check (PSC) targets set at the start of the academic year were achieved, with <b>97.5%</b> of all year 1 pupils passing the PSC. PSC results for disadvantaged year 1 pupils were equally positive:</p>

			<p>outcomes for disadvantaged pupils increased by 26.6% compared with academic year 23-24. Disadvantaged pupils' outcomes were stronger than both the national disadvantaged and national non-disadvantaged cohorts:</p> <p><b>GAP TO:</b></p>  <p>National: Non-Disadvantaged +9.9%</p> <p>National: Disadvantaged +26.5%</p> <p><b>+26.6%</b> 19th</p> <p>TREND PERCENTILE RANK</p>
<p><b>Transcription and Composition CPD to improve early Literacy</b> (including staff CPD, leadership, coaching and mentoring)</p>	<p>EEF: Early literacy approaches typically increase children's learning by about four months. Approaches that develop literacy skills and knowledge can have a positive effect on early reading. The evidence for the positive impact of early literacy approaches is extensive. Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds. Strong Foundations report: Following guidance regarding not focussing on text types in Reception and key stage 1, but paying more attention to foundational knowledge, such as spelling, handwriting and orally composing sentences, which would allow children to successfully compose such pieces of extended writing.</p>	<p>1, 4</p>	<p>Leadership time has been dedicated to the PP Lead / Literacy Lead developing Withinfields' Transcription Progression document. This work has been shared within East Calderdale to other leaders, including headteachers and Literacy leads. The work has been extremely well received, with many schools adopting the approach in their own schools. Leaders establishing and maintaining working relationships with fellow professionals has created a culture of mutual support, reflection and challenge.</p> <p>Our work on transcription and composition has been impactful in that it ensures that our pupils follow a clear, cumulative sequence of transcription skills that aligns with spelling, handwriting, phonics and the National Curriculum. The development of this progression document, and a fully resourced complement of supporting materials, ensures consistency of practice across school, meaning that disadvantaged pupils have secured strong foundations before composition.</p> <p>A suite of professional learning and development opportunities for teaching and support staff, has meant that staff are knowledgeable about transcription, can articulate its importance, and know how to support pupils. Whole-school CPD delivered on the teaching of transcription and composition has been aligned to the New Writing Framework, EEF and Strong Foundations guidance. There is now more equitable access to high-quality literacy teaching for disadvantaged pupils, narrowing early attainment gaps.</p>

<p><b>Evidence for Learning assessment platform for EYFS and specialist provision unit of Reception pupils</b> (including cost of platform, staff CPD and training)</p>	<p>Evidence for Learning supports assessment and next steps. Parental engagement and home learning as a result of accessing children’s learning journeys is increased.</p> <p>DfE: “Assessment of children in the early years can help you to promptly recognise any gaps in learning and allow you to implement appropriate support at the earliest point, ensuring the needs of both the child and their family are met”</p> <p>EEF: “The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment”.</p>	<p>5</p>	<p>This strategy will continue to be a focus, particularly around its implementation and ongoing impact in 2025-26.</p> <p>A working relationship with Highbury Special School led us to implementation of this approach. Our disadvantaged cohort in Reception (2024-25) included 15 children identified as pupil premium - 40% of these pupils are on our SEND register (with a further 20% identified as pre-SEND, receiving input from external professionals such as SALT) and 26.6% (4 pupils) had an EHCP. 2 of the pupils with EHCPs were taught full-time in the Pod specialist provision class and are non-verbal.</p> <p>The introduction of Evidence for Learning (E4L) in EYFS in Autumn of 2024 has strengthened early identification of need and parental engagement. Staff are now able to capture and track learning more precisely, including for pupils in the Pod and Nest specialist settings, where a high proportion of disadvantaged children have complex SEND. Parents are accessing online learning journeys regularly and feedback indicates increased understanding of children’s targets and how to support learning at home. Although in its first year of implementation, E4L has already improved communication, consistency of support and the accuracy of next steps, providing a strong foundation for measurable impact on GLD and pupil progress in its second year of implementation.</p> <p>Future positive impact (years 2 and 3 of this Pupil Premium Strategy) will see:</p> <ul style="list-style-type: none"> <li>- A greater proportion (≥80%) of disadvantaged families regularly interacting with E4L content</li> <li>- Evidence of home learning engagement recorded on E4L for at least 70% of disadvantaged pupils</li> <li>- Clear progress steps documented and reviewed termly for all disadvantaged pupils</li> <li>- Fewer disadvantaged pupils requiring long-term, high level interventions due to earlier identification</li> </ul>
<p><b>EYFS book spine, KS1 book spine, KS2 Reading spine and Talk Through Stories</b></p>	<p>Deliberate sequencing of literature, giving regard to themes, genres, forms, and background knowledge that pupils need to access texts.</p> <p>EEF: It is important to identify the appropriate level of text difficulty, to provide appropriate</p>	<p>4, 3</p>	<p>In KS2, Withinfields pupils’ gap to the national non-disadvantaged cohort has improved, and Withinfields’ disadvantaged pupils in KS2 achieve better outcomes than the national disadvantaged picture, with 67% achieving the expected standard in Reading.</p> <p>The school has purchased whole-class sets of the chosen Reading Spine books for each year group, meaning that children have direct</p>

	<p>context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>EEF: Evidence indicates that success in literacy relies on the secure development of language, and these skills are amongst the best predictors of educational success.</p> <p>EEF: Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>		<p>access to high-quality literature that is deliberately selected and sequenced. This approach helps disadvantaged pupils in particular:</p> <ul style="list-style-type: none"> <li>- Many of our disadvantaged children have fewer opportunities for cultural enrichment outside of school and a sequenced spine ensures structure, repeated exposure to high-quality literature that broadens background knowledge - vital for comprehension and later learning (EEF, 2024).</li> <li>- Inequality of access is reduced meaning that all children read the same rich, challenging texts - these are accessible regardless of prior reading ability due to shared read-alouds, scaffolding and discussion.</li> <li>- Cross-curricular links help pupils make meaningful links across subjects, and a focus on oracy throughout work on Reading Spine texts promotes confidence with articulation of complex ideas.</li> </ul> <p>Leadership time has been dedicated to refining the existing Talk Through Stories programme, to ensure that it is in line with the transcription and oracy focus as per the school's SIP.</p>
<p><b>Support for Early Career Teachers, 'new to Withinfields' teachers, induction programme for support staff and student mentor support</b></p>	<p>ECTs continue to be supported with access to dedicated mentor time and reduced teaching timetable. Strategy supports the government's teacher retention strategy. Direct, explicit instruction given to two RQTs from experienced staff. Consideration given to coaching and support for mentors.</p>	<p>1</p>	<p>Progress for disadvantaged children taught by ECTs remains strong due to regular coaching and mentoring by an experienced senior leader. External feedback said: <i>'Consistency and strength in delivery: observations in Reception, year 1 and Year 2 showed very strong teaching practice including the two new ECT teachers who already had a good understanding of LW, with clear and confident modelling'</i>.</p> <p>Pupils taught by an ECT in year 3 made significant in-year progress in Reading:</p> <ul style="list-style-type: none"> <li>- 4 out of 7 pupils taught by an ECT in Year 3, who did not achieve GLD in Reading in EYFS, had reached the expected standard by the end of Year 3</li> <li>- 9 PP children within this cohort made excellent progress: the group had an average scaled score of 99 upon entering Year 3, and had achieved a scaled score of 103 by the end of the year. 2 PP pupils who started the year on a scaled score of 90 (WTS, bordering PKS) achieved scores of 104 and 05 respectively by the end of the year</li> <li>- It is also noteworthy that a PP pupil with an EHCP, who had previously been unable to score achieved a scaled score of</li> </ul>

			77 as a result of whole-class Reading and regular phonics intervention
<b>Clicker 8 CPD</b>	Clicker 7 has had previous positive impact and positive feedback from pupils and staff. Previous feedback found the software to have a positive impact on pupils' attitude towards writing and their writing outcomes.	1	Monitoring has shown that some pupils who previously solely relied on adult input, can now access written tasks alongside their peers, improving self esteem and inclusion. Moderation of writing in year 6 showed that pupils using Clicker 8 had made clear improvements over time in terms of their sentence complexity, accuracy and cohesion. Work scrutiny also highlighted that the reduction in cognitive load, in terms of spelling and transcription, meant that pupils were using more complex, richer vocabulary within their writing. This strategy has had positive outcomes and aligns well with the DfE's 'Assistive Technology for Inclusion' strategy.
<b>Handwriting CPD and policy development; fine and gross motor skills progression</b>	<p>Telling the Story - English Subject Report: Research reports highlight that schools should not fail to address weaknesses in pupils' writing and should focus on transcription first.</p> <p>Strong Foundations report: Teachers do not always demonstrate well enough to children what they need to do - videos have been created, in-house, and CPD given to staff.</p> <p>Policy and progression documents give careful consideration to the findings in this document, particularly in regards to learning the basics of letter formation that establish the foundations for speedy and fluent handwriting later on.</p> <p>EEF: There is no quick way to develop these essential skills other than through regular and substantial practice.</p>	1	<p>A large amount of senior leadership time has been invested in the creation of a whole-school Transcription Progression, and its implementation, focusing on letter formation, handwriting fluency and spelling (impact detailed above).</p> <p>Progression documents for children in EYFS have been created around the following areas: fine motor, gross motor, pencil grip, and scissor skills. These progression documents have been shared within the cluster and have been praised and used by local schools. The progressions have been used to create assessment frameworks on E4L, giving staff in EYFS consistency and shared expectations - PP pupils therefore receive equitable experiences and opportunities to develop physical skills.</p> <p>English Hub CPD that was attended by the PP lead in September 2024 was well received in that it posed to schools that a generic or bought-in handwriting scheme is not deliberately built to mirror phonics schemes, which may confuse pupils still consolidating their GPC correspondence (often disadvantaged pupils). At Withinfields, leadership time has been used to create a bespoke handwriting policy, with a suite of letter formation videos (created in-house and deliberately sequenced as per the transcription progression) showing perfect dynamic tripod grip and accurate formation of letters, using Little Wandle mnemonics that are used regularly by staff and pupils. The videos ensure consistency of approach across the school and enable families to reinforce learning.</p>

			Next year's impact and evaluation statement will focus on gains in transcription security and writing stamina for PP learners as a result of daily transcription practice and additional targeted intervention.
<b>Drawing Club</b>	<p>In-house evidence shows that Drawing Club has had a positive impact on children's writing, imagination and drawing skills since implementation. Children with less refined fine motor skills and imaginative ideas have increased confidence and aptitude.</p> <p>Drawing club evidence shows enrichment of language skills, development of fine motor skills and building a love of writing. This dovetails into making conversations, mark making and mathematics.</p>	1, 3, 4	<p>Drawing Club was successfully implemented in 2024 as a precursor to successful early writing, focussing on enhancing children's imagination, language vocabulary and fine motor development.</p> <p>Observations of Drawing Club lessons showed that the approach provided daily opportunities for rich talk, story engagement, mark making and drawing, particularly benefitting disadvantaged pupils who generally have fewer literacy-rich experiences outside school.</p> <p>Refinements to the implementation have been made since initial implementation to ensure that formal writing expectations have been removed in line with Withinfields' transcription-first approach and wider early literacy priorities, meaning that writing is taught explicitly and systematically elsewhere in our curriculum.</p> <p>Children left EYFS with refined drawing and fine motor skills. Impact in terms of fine motor development: 92% (12/13 pupils) of disadvantaged pupils in our mainstream cohort (including those with EHCPs) have entered year 1 with a dynamic tripod grip and are ready to write. The 1 pupil who did not meet this standard has a significant visual impairment.</p>
<b>Teaching assistant continual CPD / review</b>	<p>EEF: Continued CPD on the effectiveness of LSAs within the classroom to promote independent learning skills.</p> <p>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.</p> <p>EEF: Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking plays an integral part of an</p>	1	<p>A programme of professional learning opportunities is delivered to LSA staff across the school year, aimed specifically at improving outcomes for disadvantaged pupils (including those with SEND, due to the high incidence of co-occurring / multiple disadvantage).</p> <p>CPD and wider professional learning priorities over the academic year have included, but were not limited to:</p> <ul style="list-style-type: none"> <li>- A 3-part series of CPD using WidgeOnline (improving access to the curriculum, supporting SALT, language and communication needs, promoting independence, and supporting SEMH needs across school).</li> <li>- Extensive training as part of the PINS (Partnership for the Inclusion of Neurodiversity in Schools) Project. PP pupils are disproportionately represented in cohorts with undiagnosed or unmet neurodiversity needs. PINS training equipped staff with tools, training and confidence to spot neurodiverse traits</li> </ul>

	<p>effective feedback strategy – careful thought has been given to teacher workload with regards to written feedback.</p>		<p>earlier, enabling timely support and reducing the risk of escalating needs or exclusions. No pupils were permanently excluded last academic year as a result of co-regulation, sensory support, predictable routines and consistent inclusive strategies.</p> <ul style="list-style-type: none"><li>- All EYFS practitioners have accessed a series of in-person and online CPD opportunities through Dingley’s Promise. This approach is inline with our local area partnership’s strategy and Calderdale’s Local Offer to improve outcomes for disadvantaged pupils. The training has strengthened practice in EYFS, particularly around communication-rich interactions and family engagement.</li><li>- Evidence 4 Learning training has enabled all support staff using the software to track pupils’ development, make accurate assessments, capture observations, and ensure that progress for learners with additional barriers is visible and personalised.</li><li>- Little Wandle coaching, mentoring, access to Little Wandle Live events and in-house training - specific impact detailed in ‘Teaching’ and ‘Targeted academic support’ sections of this report.</li></ul> <p>Coaching and mentoring logs, learning walks and observations have demonstrated improved practice linked to areas of training prioritised this academic year. Interventions observed have been delivered with fidelity.</p> <p>Learning walks have demonstrated support staff using high-quality intervention that is highly-structured and consistently delivered, particularly around phonics and reading fluency teaching across EYFS, KS1 and KS2. Language-related barriers have decreased due to implementation of WidgitOnline strategies.</p>
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<p><b>Early identification of need, particularly within EYFS unit</b></p>	<p>Early identification allows quicker catch-up intervention and strategies to be identified and implemented, particularly with speech and language - LINGO Speech And Language Therapy (SALT) support supports this bi-weekly.</p> <p>SEND Code of practice, DFE: “In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage”</p>	<p>1, 5</p>	<p>EYFS Leader and parental liaison officer have been strategically placed in Nursery to ensure that disadvantaged children and families are well supported and that any additional needs are identified and supported in the timeliest manner possible.</p> <p>By October 2025, disadvantaged children who joined Nursery in September have been accurately assessed and referrals made to external agencies where necessary to support any identified SEND. Out of the 7 Early Years Pupil Premium (EYPP) children in Nursery, 5 have been moved to our pre-SEND register and referrals have been made to Portage &amp; Early Years Support Team (PEYST) or LINGO SALT, and support put in place accordingly to ensure that these children catch up their peers as quickly as possible.</p> <p>3 disadvantaged pupils who were identified in EYFS as requiring SALT input have now moved from SEN / Pre-SEN to ‘Non-SEND’ as early support has meant that improved language skills have allowed these pupils to access the curriculum confidently in Year 1.</p>
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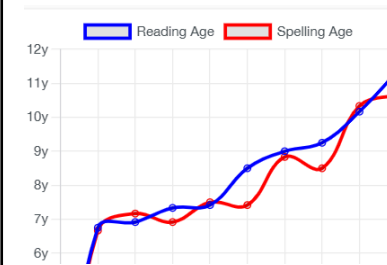
## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p><b><i>Little Wandle Rapid Catch Up intervention (including resources, staff CPD, access to Little Wandle live events, HLTA who is a qualified teacher leadership time)</i></b></p>	<p>Consistently high % of pupils achieving a pass in the phonics screening check. Plans to further streamline phonics provision in KS2 to match the offer in EYFS/KS1 is supported by recent guidance from NEYH region webinar series. Research states that qualified teachers tend to get better results when delivering phonics interventions.</p>	<p>1, 3</p>	<p>Targeted academic support is successful for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- There is a reduction in children remaining on long-term intervention lists (because interventions are more effective and time-limited).</li> <li>- Data shows that pupils receiving LSA-led structured interventions close gaps more rapidly than whole-class teaching alone.</li> <li>- PP pupils supported by trained LSAs make faster progress than peers not receiving structured intervention.</li> </ul>
<p><b><i>Boosters</i></b></p>	<p>Impact of all boosters in the previous strategy report (2021-2024) are detailed on the Impact Report via the school's website.</p>	<p>1, 2, 6</p>	<p>Boosters, Fluency groups, Rapid Catch-Up phonics groups and additional 1:1 reading have been a priority as part of Withinfields' mission to ensure that every child leaves Withinfields being able to read fluently. Venn diagrams created by senior leaders track progress for all disadvantaged pupils assiduously.</p>
<p><b><i>Fluency Reading Groups</i></b></p>	<p>High level of positive impact in previous year on end of KS2 results. Acknowledgement of the importance of building fluency whilst learning to decode, and post-phonics. Choral, echo, repeated and re-reading strategies form a common part of reading instruction throughout school. 'Oracy-based' reading lessons focus on reading whole texts to build fluency and stress importance of prosody and rehearsing patterns of stress and intonation.</p>	<p>1, 3, 4</p>	<p>Intervention groups are timetabled meticulously (including groups starting before school at 8am) and delivered by trained staff who have received coaching and mentoring from SLT, and have visited Little Wandle Live events at champion schools. As a result of this, English Hub monitoring visits have praised the offer that pupils receive at Withinfields. Disadvantaged children in particular make excellent progress from their starting points:</p>
<p><b><i>Additional 1:1 reading</i></b></p>	<p>EEF: one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions over a set period of time appear to result in optimum impact. Evidence</p>	<p>1, 3, 4</p>	<ul style="list-style-type: none"> <li>- Fewer PP children in KS2 now access fluency groups, and therefore can access whole-class reading lessons independently and confidently</li> <li>- Fewer PP children in KS2 are receiving Rapid Catch-up Phonics - many have moved to Fluency</li> </ul>

	also suggests tuition should be additional to, but explicitly linked with, normal teaching.		<p>intervention or have come off the programme completely</p> <ul style="list-style-type: none"> <li>- Average progress for PP children with an EHCP who access Rapid Catch-Up phonics is 4 phases per half term</li> <li>- Average progress for PP children who access Fluency intervention is accelerated, with many pupils moving up 3-4 fluency groups per half term</li> </ul> <p>External monitoring:  <i>'Effective intervention practice: Rapid Catch-Up sessions in Key Stage 2 were well delivered, engaging, and structured. All children were active participants and staff provided consistent and intensive support. Targeted interventions also occur before school for key pupils, demonstrating strong commitment to supporting those at risk of falling behind. All senior leaders and intervention staff demonstrated secure knowledge of assessment data, delivery methods, and interventions. Staff showed professional curiosity and commitment to improvement.'</i></p>
<b>Subscriptions to academic platforms e.g. Nessy, IDL Cloud, My Maths, Widgit</b>	Considers recommendations from EEF: Careful timetabling in place to ensure consistent delivery. Where these subscriptions are individualised, i.e. Nessy and IDL, the EEF have found that on average, individualised instruction approaches have an impact of 4 months' additional progress.	1, 5, 4	<p>Disadvantaged pupils have access to online interventions such as IDL Cloud, which focuses on Reading and Spelling. Pupil premium funding has been allocated to improving access to technology so that disadvantaged children can access online interventions daily.</p> <p>At the end of KS2, disadvantaged children make significant progress in Spelling: this group achieved an average scaled score of 97.57 in October 2024; their average scaled score on the KS2 SATs was 102.61, an increase of 5.04. In summer of year 5, 5 children from the disadvantaged group achieved the expected standard in SPaG; by May 25, SATs results showed that 11 children achieved the expected standard.</p> <p>Pupil premium funding has been allocated to improving access to technology so that disadvantaged children can access online interventions daily. The online technology allows leaders to carefully track progress and provide feedback to staff and pupils in the form of graphs and tables. Examples shown below are for a disadvantaged child with an EHCP - where summative data does not show that children</p>
<b>Technology improvements</b>	EEF Guidance suggests that technology is useful for self-quizzing and 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.	1	
<b>Pre-teaching of vocabulary across the curriculum</b>	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	1, 3	

of pupils correctly answering vocabulary-based questions on Reading papers.  
 The NSW Centre for Effective Reading states, 'Pre-teaching vocabulary... reduces the number of unfamiliar words encountered and facilitates greater comprehension.'

are making accelerated progress, staff act quickly and assess the quality and impact of the online intervention:



Age	Reading Age	Spelling Age
8y 2m	8y 6m	7y 5m
8y 10m	9y 0m	8y 10m
9y 0m	9y 3m	8y 6m
9y 10m	10y 2m	10y 4m
10y 4m	11y 4m	10y 8m

Pre-teaching vocabulary has a positive impact on all pupils, including those who are disadvantaged. The following table shows the % of questions answered correctly for the Reading domain associated with vocabulary acquisition:

Question Type	Percentage Correct
Give/Explain Meanings in Context	98.9%

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<b>Parental Liaison Officers x2</b>	<p>Intensive programmes for disadvantaged families or families in crisis to work with parents through home visits or other targeted approaches have had a successful impact on home-school relationships.</p> <p>EEF: Positive effects have been detected for early reading outcomes as well as early language and number skills.</p> <p>EEF: Generally, interventions which target particular families or outcomes show greater progress.</p>	2, 5	<p>Parent Liaison Officers (PLOs) have supported disadvantaged families, particularly around school readiness, monitoring and support regarding attendance, EIP referrals / Early Help pathways, and mental health and wellbeing of parents and pupils.</p> <p>Get Set Go Club continues to have a positive impact on the attendance, punctuality and readiness to learn for disadvantaged children who are invited to attend this provision.</p>
<b>Parental engagement approaches (including high focus in EYFS)</b>	<p>EYFS Lead and parental liaison officers to run workshops, CPD and in-house events for parents. Videos shared on school platforms show teaching linked to phonics and reading activities for children to access regularly at home. Disadvantaged pupils access these videos more than non-disadvantaged due to the nature of technology use within the home.</p> <p>EEF: 'For young children, promoting shared book reading should be a central component of any parental engagement approach. Tips, support and resources can make home activities more effective for example prompting longer and more frequent conversations during book reading.'</p>	5, 2, 4	<p>Staff across school offer a wide range of clubs and extra-curricular activities to suit all tastes - these clubs are promoted by PLOs working with families of disadvantaged children. Attendance analysis of wider curriculum clubs (before, during and after school) shows that disadvantaged children make up the largest proportion of children attending these clubs (Disadvantaged - 62%) compared with Boys (50%), Girls (59.1%) and SEND (50.6%).</p> <p>Disadvantaged pupils were well represented in raising aspiration events: Calderdale Poetry Slam, Withinfields' Poetry Festival; pupil representation on School Council; pupil representation at inter-school sports; Withinfields' Talent Show; London Parliament trip.</p> <p>For the academic year 2025-26, a sports coach will be employed to run sports and coaching sessions at Get Set Go Club, with the aim of reaching families who have previously been difficult to reach.</p>
<b>Get Set Go club</b>	<p>Improved punctuality, attendance and readiness to learn in disadvantaged groups for those that attended Get Set Go regularly in the past.</p>	2, 5, 6	<p>Where attendance of disadvantaged pupils is not yet strong, timely and precise action is taken by PLOs, SLT and the PA to SLT to ensure action is taken to support families, remove barriers and make lasting changes to improve attendance, and subsequently outcomes, for children.</p>
<b>Parent voice group and coffee mornings</b>	<p>EEF: Effective parental engagement can lead to learning gains of +3 months of the course of a year. Evidence suggests talking to less involved parents about support they would find helpful.</p>	2, 5	

	Parental engagement strategies are typically more effective with parents of very young children and therefore parent liaison officer has been implemented with a plan to carefully maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times).		<p>Individual case studies show that there are significant improvements in attendance for disadvantaged pupils. In particular, a focus on children who were 'Persistently Absent' in academic year 2023-24 resulted in significant improvements for this group of children by the end of academic year 2024-25:</p> <table border="1"> <thead> <tr> <th><u>Pupil Premium - Names of individual pupils removed</u></th> <th><b>% 23-24</b></th> <th><b>% 24-25</b></th> </tr> </thead> <tbody> <tr><td></td><td>68.95</td><td>90.8</td></tr> <tr><td></td><td>55.79</td><td>73</td></tr> <tr><td></td><td>73.16</td><td>68.7</td></tr> <tr><td></td><td>68.42</td><td>67.8</td></tr> <tr><td></td><td>76.84</td><td>88.4</td></tr> <tr><td></td><td>46.32</td><td>76.8</td></tr> <tr><td></td><td>73.68</td><td>82</td></tr> <tr><td></td><td>80.00</td><td>96.2</td></tr> <tr><td></td><td>79.47</td><td>95.1</td></tr> <tr><td></td><td>77.37</td><td>96.5</td></tr> <tr><td></td><td>73.68</td><td>83.5</td></tr> <tr><td></td><td>77.37</td><td>87.3</td></tr> <tr><td></td><td>72.11</td><td>90.6</td></tr> <tr><td></td><td>66.84</td><td>85.3</td></tr> <tr><td></td><td>69.47</td><td>90.4</td></tr> <tr><td></td><td>70.53</td><td>85.4</td></tr> <tr><td></td><td>77.37</td><td>88.4</td></tr> <tr><td></td><td>78.95</td><td>96.8</td></tr> <tr><td></td><td>78.42</td><td>92.4</td></tr> <tr><td></td><td>77.37</td><td>93.4</td></tr> <tr><td></td><td>73.68</td><td>83</td></tr> <tr><td></td><td>62.63</td><td>94.4</td></tr> <tr> <td></td> <td><b>Average %</b></td> <td><b>71.75</b></td> <td><b>86.65</b></td> </tr> </tbody> </table>	<u>Pupil Premium - Names of individual pupils removed</u>	<b>% 23-24</b>	<b>% 24-25</b>		68.95	90.8		55.79	73		73.16	68.7		68.42	67.8		76.84	88.4		46.32	76.8		73.68	82		80.00	96.2		79.47	95.1		77.37	96.5		73.68	83.5		77.37	87.3		72.11	90.6		66.84	85.3		69.47	90.4		70.53	85.4		77.37	88.4		78.95	96.8		78.42	92.4		77.37	93.4		73.68	83		62.63	94.4		<b>Average %</b>	<b>71.75</b>	<b>86.65</b>
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<b>PA for the leadership team - data analysis, club analysis, induction of pupils</b>	Analysis of data (including attainment, progress, attendance and wider curriculum activity) for children eligible for Pupil Premium funding leads to strategic use of intervention at the right time. Club analysis has supported the consideration of different clubs to try to engage children who do not attend clubs. Parental feedback shows that the induction process has a positive impact on children and means that they are quickly ready to learn.	2, 5																																																																										
<b>Raising aspirations events</b>	Success in previous years articulated on impact report. Children struggle to articulate their future aspirations and have little knowledge regarding career paths. Links to people within our local community, who spoke to pupils and added to their understanding of which knowledge, personal attributes and skills are needed, improved aspirations of previous cohorts. Focus on members of the community who overcame adversity or celebrated 'difference' within their lives had the biggest impact. Although evidence base is weak, we give pupils, as recommended on the Teaching and Learning Toolkit, guidance on the knowledge, skills, and characteristics required to achieve future goals. Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy are carefully selected.	5																																																																										
<b>Club and residential visits access</b>	Free and reduced cost access to wider-curricular activities and clubs; residential activities - Positive	3																																																																										

	feedback from parents. Good levels of involvement for children eligible for Pupil Premium funding.		All disadvantaged children were able to attend the Year 5 residential trip and gain valuable life experiences as a result of cost implications being removed from families.
<b>Regulation / SEMH strategies (including whole-school strategies, staff CPD, reflection opportunities, zones of regulation)</b>	Calderdale recommended CPD delivered to staff on managing behaviour and emotions, building resilience. Previous successful experiences for children who have accessed Sanctus boxing coaching and 1:1 mentoring. Calm club access is high for pupils from disadvantaged backgrounds. EHNA outcomes support this implementation.	2, 5, 6	Additional SEMH and sensory spaces across school have been created, including a sensory room in EYFS due to the number of disadvantaged children arriving into Nursery / Reception / Specialist Provision classes who also have additional SEND needs.  These spaces have positively impacted general emotional wellbeing for many children, particularly around transitions into school which many neurodiverse children find challenging.
<b>PINS Project</b>	Solution circles have had a positive impact on the inclusion of neurodiverse children who are also pupil premium.  Recommended by the local authority as a pilot opportunity, due to the nature of our inclusive mainstream environment. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).	2, 5, 6	An audit in April 2025 found that emotional regulation was supported well across school, including for disadvantaged pupils:  <i>'Relationships across the school were positive and warm between staff and children. Learning support was available to support the most vulnerable learners and on the whole was used as flexibly as possible. There was a really inclusive culture and ethos throughout the classrooms and buildings. There was a sense of team and it appeared that all adults felt a sense of responsibility for all children. Playtimes have been restructured to ensure that they are more supportive of emotional regulation and developing play skills. This is working well so far and was amazing to observe: well done!'</i>
<b>Sensory spaces and provision</b>	Cardiff University research shows that sensory spaces can support changes in engagement, attention, mood and anxiety. They can also facilitate relationship building and support teaching and learning. They are particularly supportive of children with neurodiversity.	2, 5	Disadvantaged families are prioritised for SEND assessments and screeners relating to specific learning difficulties. Impact of this is evident in the KS2 attainment outcomes of disadvantaged pupils with dyslexia. The average scaled score for 12 pupils with a dyslexia diagnosis (academic year 24-25) was 102 in the KS2 Reading paper.
<b>Assessments and screeners relating to specific learning difficulties</b>	End of KS2 results show that children with specific learning difficulties achieve well given their starting points due to appropriate access arrangements linked to assessment findings and recommendations.	1	
<b>Forest School</b>	Forest Schools offer a unique educational experience using the outdoor environment of the wildlife area as a classroom. The New Economics Foundation (NEF) evaluated schools to highlight	1, 2, 3, 5	Alongside the aforementioned work on transcription, gross motor skills are prioritised for children in EYFS, with weekly access to Forest School provision taught by a trained specialist. To develop this strategy further, from academic year 2025 onwards, a sports coach has been employed

	<p>how they can provide learning opportunities for children who typically do not do as well in the classroom. Forest Schools make a difference in pupil's confidence, social skills, communication, motivation to learn, physical skills and knowledge and understanding.</p>		<p>who will spend significant time within the EYFS, working on gross motor skills to ensure that children receive specific input so pupils are ready to write in Y1 and have the core muscles and correct posture to build on existing transcription skills.</p>
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