

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recover 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	Watton Westfield Infant and Nursery School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	25.7% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chair of Trustees
Pupil premium lead	Helen Kemp, Executive Headteacher
Governor / Trustee lead	Vice Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91760
Pupil premium funding allocation services children	£1360
Recovery premium funding allocation this academic year	£0
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	£93120

Part A: Pupil premium strategy plan

Statement of intent

What are our aims for the pupil premium grant?

At Watton Westfield we strive to offer a Safe, Meaningful, Inclusive, Learning Environment in which our pupils can flourish. We aim to use the Pupil Premium grant to help address the learning barriers that many of our pupil's face with the intention of reducing the attainment gap between the most and least disadvantaged pupils.

The grant will be used to help secure stronger foundations in basic literacy, placing an emphasis on improving oracy language skills and addressing vocabulary gaps. In addition, our disadvantaged pupils gain more support to narrow the gap to less disadvantaged pupils in their Reading, Writing and Maths. We believe that strong literacy and numeracy are vital in supporting our pupils to achieve higher standards in all subject areas throughout their school careers.

Who will benefit for the pupil premium grant?

We intend that every pupil in the school should have access to good quality teaching and learning to ensure that they make good progress and achieve a good standard of attainment regardless of their backgrounds and the challenges that they may face. Our pupil premium policy enables us to support children who may be disadvantaged including those who may be high attainers. We understand that early intervention is key and aim to provide our pupils with the support they need at the earliest possible opportunity.

We also embrace the challenges facing other children who may be classed as vulnerable but not fall under the umbrella of 'disadvantaged', particularly those who fall just under the threshold for pupil premium.

Watton Westfield uses a tiered approach to Pupil Premium spending which aligns with the EEF's evidence informed approach:

- to develop high-quality teaching
- provide targeted academic support
- tackle non-academic barriers to academic success

Our ultimate objective is to close the gaps between disadvantaged pupils and their peers. Our strategy is key to ensuring that all children affected by the pandemic or other social factors are given targeted support to reduce and ultimately close that gap. We do not believe that our strategy should be a 'one size fits all approach' but one that will take into account the

individual's needs and the challenges that they face, and we will rigorously assess the strategy to ensure it is effective.

As a school with high levels of rural deprivation, a high percentage of pupils who have English as an additional language, and a high proportion of disadvantaged pupils, we offer a wide range of interventions. Some of the interventions in place are shared with children who are not in receipt of pupil premium funding. We do this to support good progress by all of our pupils.

Priority areas for spending:

Watton Westfield Infant and Nursery School uses a tiered approach to Pupil Premium spending to improve teaching, targeted academic support and wider strategies. A tiered approach is needed as the barriers and challenges faced by disadvantaged pupils are varied and complex. As a result our key priorities for spending the Pupil Premium Grant are:

- Literacy interventions to support phonics, early reading and writing programmes.
- Numeracy interventions.
- SEMH interventions.
- Additional classroom support staff.
- CPD to support quality-first teaching.
- Targeted online education platforms and communication systems to raise engagement and reduce absence.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading, literacy and numeracy levels on entry to the school.</p> <p>Low Baselines in Nursery and Reception- On entry to Nursery this academic year only 12.5% (4 children) of children were baselined as on track across all of the prime areas of development. In 2024 for Reception only 4.4% (3 children) were assessed as being on track across all of the prime areas. Within this cohort 0% our disadvantaged pupils were at age related expectations in all of the prime areas when they entered Reception, compared with the cohort figure of 4.4%. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.</p>

2	<p>Raising aspirations to improve pupil outcomes.</p> <p>Underachievement in reading, writing and maths- End of KS1 data for reading, writing and maths has been lower than national average in recent years with the 2024 end of Ks1 data showing just 16.4 % of children achieving age related expectations across Writing, Reading and Maths. Only 3.4% (1 child) within our pupil premium group achieved ARE in all three areas at the end of KS1. Assessments and observations with parents and children indicate gaps in many children’s understanding and knowledge, not just pertaining to disadvantaged/vulnerable pupils but more prevalent within this group.</p> <p>For 2024/2025 we are targeting writing as assessments conducted show this is the area of greatest under achievement. Reading percentages were assessed at 47.1% and Maths was 37.9% with writing at 16.1% this is the clear priority area to focus on.</p>
3	<p>Supporting SEMH needs</p> <p>The impact of the COVID pandemic is still very evidently negatively affecting pupils social, emotional and mental health. Pupils did not have the opportunities to meet with friends in safe, secure environments or participate in wider social communities enhancing their social skills at ages which were crucial to their social and cognitive development. Our pastoral support list has higher numbers of children on than in previous years with a percentage of 26.8% accessing some pastoral support. This percentage is higher still for pupil premium children with 44.2% of children within this group needing the additional support. An additional ESP (Enhanced Send provision) class has been created to assist those children with most complex needs to allow them to access the curriculum at an appropriate level to their development within a mainstream school. This class currently has 14 children in and within that 14 28.5% are Pupil premium (4 children).</p>
4	<p>Issues relating to attendance</p> <p>Our attendance data for 2023/24 shows that overall attendance has been on a rising trend and is now close to the National primary figures. However, the attendance of disadvantaged pupils remains lower than for non-disadvantaged pupils. Our attendance data over the last year shows attendance for the disadvantaged pupils has been lower than non-disadvantaged.</p> <p>The overall attendance of Pupil premium children last academic year was 90.6% as opposed to 93.3% for non-pupil premium children. Absenteeism negatively impacts a child’s learning and therefore progress. Our school attendance officer is working closely with our families to try and improve this.</p>

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
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<p>To improve attainment in reading, writing and maths Priority for 2024-2025 to improve Writing</p>	<p>EYFS and KS1 results and teacher assessments will show increased attainment amongst all pupils. In addition, a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Further evidenced by engagement in lessons, intervention strategies, book scrutiny and moderation.</p> <p>End of KS1 data moves to in line with national data.</p> <p>Reception and Year One improvements will be evidenced by the pupil's engagement in lessons, intervention records, internal book scrutiny data, moderation and formalised assessment data.</p>
<p>To increase and sustain improvement in attendance of all pupils in our school but particularly disadvantaged and vulnerable</p>	<p>Sustained improvement in absence rates from 2026/2027</p> <p>Evidence by</p> <ul style="list-style-type: none"> • Correlation to national data and previous school data of overall absence data of all pupils • Attendance gap of disadvantaged and non-disadvantaged peers reduced • Percentage of all pupils persistently absent reduced and figure of disadvantaged pupils persistently absent reduced. • Reduction in persistent absence and severe absence for all pupils.
<p>Improved wellbeing, readiness and motivation to learn for all pupils, particularly pupils experiencing SEMH challenges and disadvantaged pupils.</p>	<p>Sustained improvement from 2026-2027 demonstrated by</p> <ul style="list-style-type: none"> • Reduction in levels of absence to be in line with National primary figures. • Reduction in exclusions/ serious behavioural incidences • Increase in participation of enrichment activities especially by those disadvantaged/vulnerable pupils • Improved Thrive scores • Data from pupils and parent surveys and teacher observations
<p>To improve parental/carer engagement with their child's learning</p>	<p>Sustained high engagement of parents towards their child by:</p> <ul style="list-style-type: none"> • Observations, parent and pupil voice and parental conversations demonstrate a positive attitude towards school

	<ul style="list-style-type: none">• Parents/carers recognise the importance of their child's learning and support academic progress, celebrating success• There is an increase of children reading at home with parents/carers• Attendance at parents evening increases• Parents increase communication with school through the office, class dojo and conversations with leaders to raise concerns and celebrations re their child's progress
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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: £27,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff receive and participate in high quality CPD</p>	<p>In order to support the further development of high-quality teaching and learning a comprehensive CPD programme for all staff will be developed. This will follow an evidence-led approach to specifically target classroom pedagogy based on the teaching walkthru publications.</p> <p>In addition, the school will be part of the VNET training. This links not only to classroom pedagogy but also subject leadership and subject specific training.</p> <p>All CPD will be linked to improving pupil outcomes both academically and addressing SEMH needs.</p> <p>The Education Policy Institute state that ‘High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers.’</p>	<p>1,2,3</p>
<p>Purchase of accredited scheme to improve writing</p>	<p>Improving pupil writing is a key priority for the school. We will purchase a new writing scheme to further enhance the delivery of the English curriculum and raise standards.</p> <p>The programme is designed to replace our current English scheme; this scheme has linked assessment. For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction/ adapted resources allow the teachers to provide activities that are closely matched to a pupil’s attainment. This can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback</p>	<p>1,2</p>

	<p>may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Pixl assessments will also be completed to help teachers identify gaps in knowledge.</p>	
<p>Renewal price of a DFE validated Phonics Programme to secure stronger phonics teaching for all.</p>	<p>Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2
<p>Enhancement of Teaching and curriculum through funding subject leader release time to access networks to enhance skills and to share best practise with colleagues</p>	<p>Good quality teaching requires subject leaders to be current and up to date with any changes to the curriculum. This can be attained by networking with colleagues and sharing best practises.</p> <p>HLTA cover ensures classes are still receiving high quality teaching when class teacher is not there, and a familiar adult will support the children's SEMH needs.</p> <p>Through additional release time for subject leaders, they will be able to regularly monitor the classroom delivery of their subjects. This will be through learning walks, book scrutiny and pupil voice activities.</p> <p>In addition, subject leaders will be able to better support non-specialist teaching in their subjects to support more consistent curriculum delivery.</p>	1,2,3,4
<p>VNET membership Curriculum Leader Networks and Associations in order to enhance skills and ensure best practice</p>	<p>Extensive research has shown that improved quality of teaching is most effective in supporting all children but will disproportionately benefit those with less support or access to educational resources at home.</p> <p>Membership of VNET offers subject leaders and our wider teaching staff the opportunity to attend CPD courses, subject networks and share best practice with other schools and practitioners. Attendance at these events is aimed at further developing high-quality teaching across the school.</p>	

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

Budgeted cost: £25,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS Focus groups</p> <p>Additional phonics sessions targeted at disadvantaged pupils who need further support.</p>	<p>Regular rigorous small group support to raise achievements. Precision teaching 1:1 to further support children struggling to retain information.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 -year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2
<p>KS1 interventions with a reading, writing, maths focus.</p>	<p>Key interventions being put into place to support the gaps in learning for those children who require it. Use of PIXL to highlight where these gaps are. Training for staff delivering these interventions to ensure they are high quality and provide impact.</p>	1,2
<p>Intervention lead in place to oversee and monitor effectiveness of interventions.</p>	<p>An experienced HLTA is being deployed to focus on interventions and has release time each week to monitor the effectiveness of this. She is also ensuring an overview of what interventions children are having.</p>	1,3,4
<p>Support of existing programme of speech and language to improve listening, narrative and vocabulary for disadvantaged pupils and English as a Second Language pupils who have low spoken language skills.</p>	<p>Pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3,4

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

Budgeted cost: £40,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music sessions for all children including pupil premium to give them opportunity to engage in activity that they may not have access to otherwise.</p>	<p>There is intrinsic value in teaching all pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2,3,4</p>
<p>SEMH therapies- Lego Therapy Drawing and Talking Thrive Young carers</p>	<p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Children more able to manage their emotions are more able to regulate themselves. This in turn will support children feeling more confident in the school environment and feel more ready for learning.</p>	<p>2,3,4</p>
<p>Behaviour management and anti-bullying approaches to develop school ethos and improve behaviour across the school.</p>	<p>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Both targeted and universal interventions can have a positive effect</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2,3</p>
<p>Enhanced curriculum to give pupils an opportunity to participate in activities or experiences than may be unavailable to them</p>	<p>Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none"> • interventions that focus on parents and families. • interventions that focus on teaching practice; and • out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. 	<p>1,2,3,4</p>

	<p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
<p>Follow principles of good practise set out in DFE Improving School Attendance.</p> <p>This may involve training and release time for staff to develop and implement these procedures. Appoint attendance and support offices to improve attendance</p>	<p>Guidance has been drawn by DFE working with schools who have actively followed this advice and been successful in reducing the levels of absence and persistent absence.</p> <p>Attendance officer working closely with SLT to implement recommended procedures.</p>	4
<p>Contingency Fund for issues that arise and require quick actions to be taken to mitigate</p>	<p>Whatever we plan for there will always be an instance/action which will not be catered for under any of the above activities</p>	ALL

Total budgeted cost: £93,120

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.

Currently Pupil Premium children have benefitted from extra intervention each week with an HLTA or TA which has supported those children to close some of the gaps in their knowledge and supported them to access more learning within the classroom.

Lego therapy, Thrive and Drawing and Talking have developed the children's resilience and improved their SEMH as shown through Thrive assessments and behavioural support required in school.

All currently Pupil Premium children enjoyed music sessions with the Norfolk Music Service teacher and developed their understanding of beat, rhythm and tempo. Children spoke positively of these sessions and could tell class teachers what they had been doing during the group sessions.

There has been targeted support for a group of children with our ESP class, this has supported their learning and SEMH needs. Children have also benefitted from focus group work following their morning activities in the reception classes.

The school attendance officer has continued to develop strong relationships with our families who need extra support and as such, school attendance has improved from the previous year.

Language support training for staff has taken place throughout the school and enabled all children to increase their vocabulary bank. The HLTA for Speech and Language supports the children weekly to support the children's language development and to increase their vocabulary linked to their topic work.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	Maths Hub

White Rose Science	
Ready Steady Write	Literacy counts
Supersonic Phonics Friends	Supersonic Phonics Friends

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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