



# Pupil Premium Strategy

## Westfield Infant School

This statement details our school's use of pupil premium (and recovery premium) funding for the year 2025-2026 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	18% (45)
Academic year/years that our current pupil premium strategy plan covers	2025 to 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	<i>Jenny Ruane, Headteacher</i>
Pupil premium lead	<i>Katy Chuter, Deputy headteacher</i>
Governor / Trustee lead	<i>Gail Steele, lead for disadvantaged pupils</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,505
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£71,505

## Part A: Pupil premium strategy plan

### Statement of intent

Westfield Infants is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of inclusivity and ambition for all. Our school values the 5 R's include Resilience, Respect, Recognition, Responsibility and Relationships, these values are at the heart of all we do.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our pastoral support is key to supporting whole families, pupil well-being and providing opportunities to ensure children are in school on time and ready to learn. We have a strong ethos of inclusion and, crucially, a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

At Westfield Infants 4% of our cohort are Double Disadvantaged due to SEND, 3% Double Disadvantaged due to ACEs (Adverse Childhood Experiences) and 0.4% of those children are Triple Disadvantaged due to SEND and ACEs. For us, it is key that we are looking at the whole child to identify challenges to learning and raise attainment.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

Our approach will be responsive to common challenges and individual needs not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

This academic year we will begin our participation in **Leicestershire Closing the Gap Pilot**.

This will provide training through The National Thinking Classrooms Programme with its emphases on cognitive and metacognitive skills, and speaking and listening skills, and its commitment to dialogic teaching, remedies the underlying issues which are preventing many children from succeeding.

This current plan (2025 – 2026) works towards achieving these objectives by:

- Using PP funding to address academic gaps, social/emotional well-being issues, pupil attendance and parent support.
- Training new and existing staff in being able to accurately assess, support and challenge pupils to make the best possible progress in reading, writing and maths – whatever their starting points.
- Building cultural capital and ensuring equity in accessing good nutrition, school uniform, wider opportunities and key resources (school trips, breakfast club, after school clubs etc).
- Ensuring pupils who are entitled to PP funding and also have special educational needs (SEN) receive academic and wellbeing support tailored to their individual needs.

The key principles of Westfield’s Strategy Plan are:

- To support language development including oracy, vocabulary and early reading
- To ensure all pupils across EYFS and Key Stage 1 access high quality early literacy and maths support, to provide them with the best possible start.
- To ensure staff are well-trained and skilled in assessing individual needs and providing a range of academic, SEN and wellbeing support for pupils.
- To implement a shared purpose for our whole community to support parents and families with wider opportunities in line with EEF guidance.
- To ensure equity of opportunity and experience for all our pupils.
- To build self-efficacy, confidence and responsibility.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues. Attendance data indicates that some of our disadvantaged children have lower attendance or more lateness
2	Social and emotional well-being needs to ensure a child is ready to learn. These have been heightened due to the cost-of-living crisis. Referrals for support have increased and more children are needing and accessing support.  The cost-of-living crisis has resulted in an increased number of families experiencing financial difficulties. Accessing good nutrition, school uniform, key resources and funding for school trips and wider curriculum activities continues to be a priority.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception

	through to end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Narrowing the attainment gap across Reading, Writing and Maths. A number of our pupils in receipt of pupil premium have identified SEND needs and/or ACEs.
5	Parental engagement with our reading culture needs to be increased so that families are more involved in our 'love of reading' ethos. Monitoring shows that children, including disadvantaged children are not reading at home often enough to apply learnt phonetic knowledge therefore our focus is to improve parental engagement.

## 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
1.	Attendance  Good attendance and well-being support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.	To ensure attendance of disadvantaged pupils is in line with our whole school target of 96% (25/26)  Regular monitoring and swift intervention and support from our family support worker and ELSA  Regular ongoing communication between school and home to identify and support barriers
2.	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Timetable monthly welfare meetings to share difficulties that have arisen, to analyse CPOMs incidents inputted by staff and out appropriate 1:1 or small group provision in place.  SLT to monitor watchlist for children who do not meet the threshold for social care but are considered vulnerable. This information will be added to the welfare spreadsheet/meeting minutes.  Daily ongoing communication within the safeguarding team ensures every child is supported at the right time.
3.	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  Families are made aware through parent meetings and ongoing communication of the importance of oracy, practical activities are shared.
4.	Reading is at the heart of our curriculum and all stakeholders in our school community share this ethos.	Teacher's role model reading for pleasure and this is evident in sharing a love of reading in class and throughout assemblies.  Book corners to contain high quality diverse texts that have been shared by the teacher to allow children to access

	Children and families value and enjoy reading and this is having a positive impact on reading outcomes across the school.	them independently and used alongside 'No Outsiders' initiative. Dedicated readers are awarded book prizes half termly.
5.	Improved reading/writing/maths attainment among disadvantaged pupils.	Phonics screening scores in 2025/26 show that there is a reduction in the gap between disadvantaged pupils and non-disadvantaged pupils.  Disadvantaged pupils provided with phonics resources to support their learning at home.  Through monitoring of Power Maths using a triangulated approach – learning walks, work scrutiny and focussed pupil interview.  KS1 maths outcomes in 2025/26 show that there is a reduction in the gap between disadvantaged pupils and non-disadvantaged pupils.  QFT will include targeted questioning, appropriate scaffolding and knowing our children and families so responses are effective.

### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development and training for our validated phonics scheme to further support phonics teaching.	EEF (+ 5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children High impact for very low cost based on evidence	3 & 5
ELSA supervision	ELSA supervision continues to support the high number of pupils in school who require additional emotional support.	2
Training of support staff in communication and interactions	EEF Communication and Interactions Julie Fisher 'Interfering or interacting?'	3 & 5

	ECAT strategies/Intensive interactions High impact for very low cost based on evidence	
Oracy Lead to present INSET training for whole staff Oracy to work across Infant and Junior Schools to ensure progression across the whole primary phase	Oracy leaders to support best practice and high-quality teaching and learning. Oracy Sparks project	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Roade English Hub. Daily intervention provided by Little Wandle training given. Cost towards LSA support/ group work	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 6 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	3 & 5
Cost toward HLTA to develop and implement school Communication and Interaction programme including SALT.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time and part time ELSAs working across the school to provide 1:1/small group support and well-being advice for families.	EEF (+ 4 months) Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. Behaviour interventions – moderate impact for low cost +4 months Parental engagement – moderate impact for very low cost +4 months	2
Subsidised clubs and trips School Uniform vouchers	As a school we feel it is vital to support our community with the cost of school trips/ activities/ clubs to build aspiration to ensure pupils benefit from enrichment activities and wider experiences.	1 & 2
Breakfast Club	We run a targeted breakfast club for children in receipt of Pupil Premium funding and for any children/families that need support in getting their children into school.	1 & 2
Attendance analysis work – contacting and supporting families to raise attendance and punctuality. Embedding principles of good practice set out in the DFE's improving school attendance advice.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

**Total budgeted cost: £71,505**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our academic year 2024-2025 has been our most successful one yet. We are especially proud of:

- improved attendance so it remained broadly in line with National.
- Our new EYFS environment and continuous provision offer showed a 15% increase in the number of children achieving GLD
- Phonics results compared to National
- Continued effective pastoral support for vulnerable children and adults which was noted during our April 2025 OFSTED inspection –

**“The school’s pastoral offer is strong. Pupils learn how to manage overwhelming emotions, such as anger and anxiety. The school collaborates with families to develop behaviour strategies that support children at home. Staff use different rewards effectively, to incentivise good attendance and provide targeted support when needed. The school supports pupils’ personal development effectively. Pupils use actions and sign language to recall British values and apply them in their work and play. They have an age-appropriate understanding of healthy relationships and online safety. “**

This pastoral support enabled our disadvantaged children to improve their attendance and punctuality overall. Parents received bespoke support through targeted workshops addressing the issues they are facing and our parent support coffee mornings have enabled connections to be made and networks to be developed.

Our priorities for the coming year:

- Oracy
- Continued pastoral care for all our families

At our school, we are committed to prioritising oracy as a fundamental component of our curriculum across the Early Years Foundation Stage (EYFS) and Key Stage 1. Recognising the critical role that effective communication plays in children’s overall development, we will be implementing a whole school approach to enhance oracy skills consistently throughout these key stages.

Our strategy involves embedding oracy into daily practice, ensuring that all staff are equipped with the necessary training and resources to support this initiative. We believe that fostering a language-rich environment will empower our students to articulate their thoughts, engage in meaningful discussions, and develop their listening skills.

To achieve consistency, we are implementing structured oracy activities that are age-appropriate and aligned with the curriculum. These activities will not only promote confidence in speaking and listening but also support the development of critical thinking and collaboration among peers. By prioritising oracy, we aim to create a strong foundation for our students’ future learning and social interactions, ultimately enhancing their educational experience.

At Westfield Infant school, we prioritise the needs of disadvantaged children and families, ensuring they are at the heart of our operations. We foster a nurturing and supportive environment where every child feels valued and included. Our commitment to providing equitable educational opportunities is reflected in our tailored programmes and resources designed to meet the diverse needs of our students.

We actively engage with families to understand their unique circumstances and challenges, allowing us to offer targeted support and guidance. By collaborating with local agencies and community organisations, we enhance our ability to address barriers to learning. Our dedicated staff are trained to identify and respond to the specific needs of disadvantaged children, ensuring they receive the encouragement and resources necessary to thrive academically and socially. Through these efforts, we strive to create a foundation for lifelong learning and success for all our students.

Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A