

Withinfields Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Withinfields Primary School
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	28.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 (based on new cohort information)
Statement authorised by	Helen York
Pupil premium lead	Roxanne Rothery
Governor / Trustee lead	Shirley Sunderland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,660
Recovery premium funding allocation this academic year	£4470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£127,130

Part A: Pupil premium strategy plan

Statement of intent

At Withinfields, all members of staff and the governing body are committed to meeting the academic, pastoral and social needs of disadvantaged pupils, within our happy and inclusive environment.

We endeavour to ensure that each child develops a love for learning, whilst developing the skills and aspirations needed to fulfil their potential. Our pupil premium strategy outlines our key principles: a focus on improving quality first teaching; fostering a love of reading, and developing a wider range of interests; and understanding the importance of good attendance.

A large proportion of our disadvantaged pupils also have a special education need and / or disability, and therefore strategies outlined in the plan reflect this.

Challenges

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

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

Intended outcomes

Intended outcome	Success criteria
<p>Standards across the curriculum improve, with a key focus on Literacy (including oracy, transcription, composition, phonics and reading)</p>	<p>Quality first teaching impacts positively on pupil progress measures. Disadvantaged pupils make accelerated progress in reading, writing and maths. Targeted intervention monitoring shows that those who are underachieving catch up quickly.</p> <p>Effective teaching of phonics and early reading.</p> <p>Books match the sounds children know, if still progressing through our phonics programme, allowing children to confidently read.</p> <p>All staff are experts in early reading and given CPD to facilitate this.</p> <p>Pupils who fall behind in our phonics programme catch up quickly.</p> <p>% of disadvantaged pupils passing the phonics screening check is in line or above our non-disadvantaged pupils.</p> <p>Pupils read with accuracy, automaticity, understanding and prosody.</p> <p>Observations show that the Little Wandle phonics programme is taught with fidelity, consistency, and continuity.</p> <p>Clear expectations of pupils' phonics progress, term by term.</p>
<p>Pupils have a love of reading</p>	<p>Children articulate enthusiasm for their favourite books and are listened to and read to regularly.</p> <p>Stories, poems, rhymes and non-fiction are chosen deliberately by staff; pupils can articulate their enjoyment and familiarity for a wide range of reading material.</p> <p>Children choose stories to share with adults at home, regardless of their age or reading ability.</p>
<p>Attendance is high; there is strong pastoral support for disadvantaged families</p>	<p>Attendance data for disadvantaged pupils is in line with or better than non-disadvantaged pupils / national average.</p> <p>Parent questionnaire shows that families feel supported by school.</p> <p>High percentage of disadvantaged parent/carer questionnaire responses.</p> <p>Family and home-related issues are swiftly addressed by expert professionals, leading to enhanced wellbeing.</p>
<p>Pupils have equal access to the curriculum and are ready to learn</p>	<p>Pupils are ready to learn after receiving a nutritious breakfast</p> <p>Adequate before school nutrition is provided to disadvantaged pupils, leading to increased concentration within lesson observations.</p>
<p>Early intervention is in place</p>	<p>Rigorous assessment shows that early intervention is effective, rooted in pupil need, and enables pupils to thrive in the classroom to prevent curriculum narrowing and reactive approaches</p> <p>Children's needs are identified early within the EYFS unit.</p> <p>Children catch up quickly because timely intervention is provided.</p>
<p>Pupils have excellent careers' education and high aspirations</p>	<p>Involvement in meaningful enrichment opportunities. Pupils accessing leadership roles, teams and school councils. Pupil voice is strong and pupils feel confident and empowered. Pupils feel that they 'belong' to #TeamWithinfields.</p>

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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle phonics core programme (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>Writing conferencing (including leadership, staff CPD, external and internal moderation opportunities)</p>	<p>Feedback to focus on the process of writing and on pupils' self-management of their learning. EEF Toolkit suggests some areas of the curriculum benefit more from feedback than others and that writing indicates gains of 8 months / 'very positive effects on learning'.</p> <p>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.</p> <p>EEF: Children need to be introduced to, then practise, planning, drafting, revising, and editing with feedback from the teacher and from their peers. - Conferencing with children helps to develop these skills.</p>	<p>1, 3</p>

	<p>Focus on dictation as a way of practising transcription highly recommended in recent literature to avoid overloading of pupils' working memory.</p> <p>CPD - writing conferencing & feedback - EEF found that this approach may be beneficial for increasing the creativity of disadvantaged children.</p> <p>In-house positive outcomes on GDS standard for disadvantaged cohorts from this method of developing writing instruction in KS2. Previous impact report details positive outcomes.</p>	
<p>Transcription and Composition CPD to improve early Literacy (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.</p> <p>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>	1, 4
<p>Evidence for Learning assessment platform for EYFS and specialist provision unit of Reception pupils (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>	5
<p>Oracy Curriculum</p>	<p>Many recent research reports which validate the need for a focus on oracy and developing spoken language. Withinfields' pupil outcomes show that vocabulary is improving in terms of reading and understanding of receptive language, however work on pupils' aspirations relies on them having appropriate oracy skills to adjust their spoken language for a purpose.</p> <p>Recent literature that supports this approach: <i>Telling The Story: English Subject Report; The Reading Framework; We Need To Talk: Oracy</i></p>	1, 3

	<p><i>Education Commission; Speaking Volumes: Oracy Education Commission; Communicating the Curriculum - Communication Trust</i></p> <p>Much of the Oracy curriculum is based on principles from the EEF validated Voice 21 pilot.</p>	
<p><i>EYFS book spine, KS1 book spine, KS2 Reading spine and Talk Through Stories</i></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 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>	4, 3
<p><i>Support for Early Career Teachers, 'new to Withinfields' teachers, induction programme for support staff and student mentor support</i></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>	1
<p><i>Clicker 8 CPD</i></p>	<p>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.</p>	1
<p><i>Handwriting CPD and policy development; fine motor skills progression</i></p>	<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. 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><i>Drawing Club</i></p>	<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>	<p>1, 3, 4</p>
<p><i>Teaching assistant continual CPD / review</i></p>	<p>EEF: Continued CPD on the effectiveness of LSAs within the classroom to promote independent learning skills. Training will focus on prioritising ownership of tasks rather than task completion.</p> <p>Retaining high-quality teaching interventions by ensuring they are brief, intensive and structured.</p> <p>Sufficient time allocated for LSA training and for meetings out of class to enable necessary lesson preparation and feedback.</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 effective feedback strategy – careful thought has been given to teacher workload with regards to written feedback.</p>	<p>1</p>
<p><i>Early identification of need, particularly within EYFS unit</i></p>	<p>Early identification allows quicker catch-up intervention and strategies to be identified and implemented, particularly with speech and language - LINGO 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>

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><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></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.</p> <p>Research states that qualified teachers tend to get better results when delivering phonics interventions.</p>	<p>1, 3</p>
<p><i>Dingley's Promise</i></p>	<p>'Dingley's Promise has grown from responding to local need, to having national impact over recent years.'</p> <p>EEF: 'High quality provision [of communication and language approaches] is likely to include multiple strategies across vocabulary, language, talk and social communication skills. On average, children who are involved in communication and language approaches make seven months' additional progress... some studies show larger effects for children from disadvantaged backgrounds.' EEF studies looking at areas that have achieved reductions in the early language gap between disadvantaged children and their peers found that an important element of their success was the ability to identify children in need of additional help with language and communication.</p> <p>Strong Foundations: "Children should learn foundational knowledge such as how to compose simple sentences orally, as a priority."</p>	<p>1, 3, 5</p>
<p><i>Lingo SALT (including 1:1 speech and language therapy; CPD for staff with SALT; resources)</i></p>	<p>EEF: Communication and language approaches typically have a very high impact and increase young children's learning by seven months. Staff are likely to benefit from training or professional development to use programmes and approaches successfully.' LINGO is a tailored approach that has brought significant impact in previous years, supporting our identified needs and priorities, including curriculum planning at</p>	<p>1, 3</p>

	whole-school level, via speech and language audits, or a targeted intervention for individual pupils.	
Boosters	Impact of all boosters in the previous strategy report (2021-2024) are detailed on the Impact Report via the school's website. This strategy has significant positive impact on outcomes, including Y6 attainment, progress, Multiplication Tables Check results and KS1 outcomes.	1, 2, 6
Fluency Reading Groups	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.	1, 3, 4
Transcription intervention	Strong Foundations report emphasises the importance of learning the basics of letter formation that establish the foundations for speedy and fluent handwriting later on. Dictation is heavily used as a strategy across school as this reduces the cognitive load on pupils and supports the teaching of spelling and how to form letters and punctuate correctly.	1
Additional 1:1 reading	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 also suggests tuition should be additional to, but explicitly linked with, normal teaching.	1, 3, 4
Subscriptions to academic platforms e.g. Nessy, IDL Cloud, My Maths, Widgit	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
Technology improvements	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

<p><i>Pre-teaching of topic vocabulary</i></p>	<p>Vocabulary knowledge is a predictor of achievement and often related to socioeconomic status.</p> <p>Focus on vocabulary acquisition has led to a positive impact in previous years on the number of pupils correctly answering vocabulary based questions on reading papers.</p> <p>The NSW Centre for Effective Reading states, 'Pre-teaching vocabulary... reduces the number of unfamiliar words encountered and facilitates greater comprehension.'</p>	<p>1, 3</p>
---	---	-------------

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Liaison Officers (including support for disadvantaged parents - school readiness, smooth transitions, home / nursery visits, stay & plays; monitoring & support for positive attendance; EIP referrals and support for parents on early help pathways)</p>	<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>	<p>2, 5</p>
<p>Regulation / SEMH strategies (including whole-school strategies, staff CPD, reflection opportunities, zones of regulation)</p>	<p>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.</p> <p>Calm club access is high for pupils from disadvantaged backgrounds.</p> <p>EHNA outcomes support this implementation.</p>	<p>2, 5, 6</p>
<p>PINS Project</p>	<p>Solution circles have had a positive impact on the inclusion of neurodiverse children who are disadvantaged.</p> <p>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).</p>	<p>2, 5, 6</p>
<p>Forest School</p>	<p>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 how they can provide learning opportunities for children who typically do not do as well in the classroom.</p> <p>Forest Schools make a difference in pupil's confidence, social skills, communication, motivation to learn, physical skills and knowledge and understanding.</p>	<p>1, 2, 3, 5</p>
<p>Sensory spaces and provision</p>	<p>Cardiff University research shows that sensory spaces can support changes in engagement, attention, mood and anxiety. They can also facilitate relationship</p>	<p>2, 5</p>

	building and support teaching and learning. They are particularly supportive of children with neurodiversity.	
<i>PA for the leadership team - data analysis, club analysis, induction of pupils</i>	Analysis of data 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
<i>Club and residential visits access</i>	Free and reduced cost access to wider-curricular activities and clubs; residential activities - Positive feedback from parents. Good levels of involvement for children eligible for Pupil Premium funding.	3
<i>Assessments and screeners relating to specific learning difficulties</i>	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
<i>Get Set Go club</i>	Improved punctuality, attendance and readiness to learn in disadvantaged groups for those that attended Get Set Go regularly in the past.	2, 5, 6
<i>Parental engagement approaches (including high focus in EYFS)</i>	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. 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.'	5, 2, 4
<i>Raising aspirations events</i>	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	5

	develop self-esteem, motivation for learning or self-efficacy are carefully selected.	
<i>Parent voice group and coffee mornings</i>	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. 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).	2, 5
<i>Arts Participation</i>	EEF: High take up for internal opportunities for disadvantaged pupils e.g. poetry festival.	3

Total budgeted cost: £128,000

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.

See pupil premium impact report on school website for full evaluation of intended outcomes.

