

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	238
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Trustees
Pupil premium lead	Helen Kemp
Governor / Trustee lead	Vice Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48, 420
Recovery premium funding allocation this academic year	£5,800
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	£56, 910

Part A: Pupil premium strategy plan

Statement of intent

Watton Westfield Infant and Nursery School uses a tiered approach to Pupil Premium Spending to improve teaching, targeted academic support and wider strategies.

Our ultimate objectives are to close the gaps between disadvantaged pupils and their peers. We have selected four priorities for the school to give them the greatest chance for success.

Challenges

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

Challenge number	Detail of challenge
1	Underachievement in reading, writing and maths.
2	Attendance
3	SEMH needs
4	Cultural capital – lack of opportunity over and above the curriculum

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
To improve attainment in reading, writing and maths	EYFS and KS1 results and teacher assessments will increase
To increase attendance	Improvement in absence rates against school and national target
Children to be able to regulate their emotions	Improvement in behaviour in the school, fewer exclusions, children will have improved Thrive scores. Improvement in assessments in EYFS and KS1
To give children experiences beyond the national curriculum	Children achieve in a new skill

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sign-along trainer training	High numbers of PP EAL children	1
SEND CPD	Whole school, teacher and assistant SENDCo CPD	1,3
Forest Schools training	To support outside learning and language development	1,2,3,4

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

Budgeted cost: £30,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions	Regular rigorous 1:1 and small group support to raise achievements	1,2
EYFS Focus groups	Regular rigorous small group support to raise achievements	1,2
Inclusion class (50%)	Local Authority SEND and Inclusion teams using our Inclusion class as a best practise model	1,2,3,4
Music	Children not accessing wider offer outside of school.	2,3,4
S+L support	Children making progress with the blank level assessments	1

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

Budgeted cost: £24,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion class (50%)	Local Authority SEND and Inclusion teams using our Inclusion class as a best practise model	1,2,3,4
SEMH therapies- Lego Therapy Drawing and Talking Thrive Young carers PLO MSA's	Children more able to manage their emotions and able to regulate themselves. Thrive assessments increasing. Children feeling more confident in the school environment.	2,3
Educational visits	Children able to participate in a new activity.	1,2,3,4
Visitors to school	High aspirations for the children	1,2,3,4
Attendance monitoring	6 weekly monitoring and sharing of attendance data to improve attendance	2

Total budgeted cost: £58313

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
None	

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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