



Westroyd Primary Pupil Premium Strategy 2425

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Name of School	Farsley Westroyd Primary School and Nursery
Number of pupils in school	202 school aged pupils and Nursery
Proportion (%) of pupil premium eligible pupils	16% 39 pupils
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jenny Pashley Headteacher
Pupil premium lead	Jenny Pashley
Governor / Trustee lead	Carolyn Beaton/Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,480 (39 pupils)
Recovery premium funding allocation this academic year	£1,631
School led tutoring Funding	£1,153

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£59,260

Statement of intent

At Westroyd, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve in all subject areas. The focus of our pupil premium strategy is to overcome inequality and support pupils who may be at a disadvantage to achieve to their full potential. We also want to ensure that all pupils have fair access to activities both within and out of school, which will enable them to enjoy and achieve.

We consider the challenges faced by all pupils, regardless of whether they are disadvantaged or not. The strategy outlined in this strategy plan is intended to support the needs of all pupils who are identified as vulnerable.

High-quality consistent teaching is at the heart of our approach, along with care and the promotion of strong positive relationships with our children and families. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in our school. The intentions outlined in this plan, are to implement targeted support for our most vulnerable pupils whilst ensuring we sustain progress for non-disadvantaged pupils.

Our Pupil Premium strategy is also integral to the whole school Development Plan that strives to improve outcomes for all pupils.

Our approach will be responsive to common challenges and individual needs, which will be regularly and robustly assessed throughout the school year at teacher and leadership level. To ensure that we are effective in our approach, we will:

- Ensure that pupils who are disadvantaged are challenged to their full potential
- Act early to intervene at the point need is identified
- Ensure that provision closely matches need.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Evidence from data, and pupil progress meetings show that attainment in the phonic screening test for Disadvantage pupils is lower than National Non- Disadvantaged The target for children in Year One this year is 96% All the pupils who have pupil premium funding will pass. The attainment gap for y1 pupils was 30% when comparing our dis-advantaged pupils with non-disadvantaged pupils Nationally in 2324
2	Due to inconsistency in school attendance during the pandemic, there are gaps in pupil's phonic knowledge across KS2. This has an impact on pupil's automaticity when reading and thus reading fluency. There is also an identified impact on spelling. The knowledge gap needs to be addressed and be bespoke to each child. This knowledge is needed so that children are decoding with automaticity and become fluent readers who read at pace. We will use RWI prescribed interventions 1-1 daily and also 1-1 daily readers to apply the knowledge when reading.
3	Some pupils for an array of reasons need regular check ins and prescribed nurture interventions by our pastoral lead. To enable all pupils to acknowledge their feelings and articulate this and ultimately develop emotional intelligence we have introduced zones of regulation across school.
4	Although our absence rates when compared to DfE National comparisons are very positive, we need to maintain this and specifically address our comparisons to Nationally Severely Persistently absence. This also impacts on our higher than desired unauthorised absence rate. We will do this through implementing family support through early help.
5	No child should be excluded from participation by cost alone. The school will use pupil premium funding to subsidise participation for those that have funding
6	Disadvantaged Greater depth outcomes in Reading, writing and SPAG is below National measures. Across school our outcomes for pupils working at a greater depth are lower than National outcomes.

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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<ul style="list-style-type: none"> • Pupils who are Disadvantaged will be successful at the PSC in Y1 and match National comparisons. • Pupils across KS2 who are disadvantaged will show progress in phonic knowledge measured in half termly RWI assessments by RWI lead • Reading pace will increase for pupils with disadvantages. • Feedback from teachers will be that through marking and feedback, pupils knowledge of phonetical spelling patterns will improve. 	<ul style="list-style-type: none"> • All staff, trained to deliver Read, Write, Inc and the quality of teaching will be consistently monitored for consistency and impact so that pupils that are disadvantaged all pass the screening check. • Intervention is implemented accurately in line with RWI and bespoke to the individual need, so that assessments show progress in pupil phonic knowledge. • Daily 1-1 read with increased reading speed. • Increased phonetical spelling knowledge.
<ul style="list-style-type: none"> • Outcomes for pupils who have a disadvantage will improve with more pupils working at a greater depth. 	<ul style="list-style-type: none"> • Our outcomes in comparison with National outcomes for disadvantaged pupils working at a greater depth will improve.
<ul style="list-style-type: none"> • There is a solution focused approach to ensuring that there are no barriers to inclusion for those pupils at a disadvantage. 	<ul style="list-style-type: none"> • Participation in class and school wide opportunities with adaptations unique to the child.
<ul style="list-style-type: none"> • Bespoke interventions in place, unique to the child, to support emotional well-being and readiness to learn. 	<ul style="list-style-type: none"> • Pupils are ready to learn and can and do access support when they need it • Wellbeing closely monitored by all staff and systems in place to refer for that support.
<ul style="list-style-type: none"> • To achieve and sustain improved attendance and punctuality for all pupils, particularly our pupils who are disadvantaged. 	<ul style="list-style-type: none"> • Reduction in the number of pupils who are Disadvantaged who are severely persistently absent in comparison to National. • Unauthorised absence rate for all pupils will reduce.

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.

This includes Whole school and targeted interventions.

Budgeted cost: £ 59,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI. Release time for phonics lead to resource, plan, train and monitor the delivery and impact of interventions across school and whole class phonic teaching in Y1	<ul style="list-style-type: none"> Working with the West Yorkshire early reading hub to quality assure and monitor pupil progress in phonics. 	1,2
Teaching Assistant time equivalent to FT 2.5 to deliver phonic interventions.	<ul style="list-style-type: none"> Using RWI intervention schemes to embed recently learnt phonic knowledge in EY and KS1 and bespoke intervention in KS2 	1 ,2
Daily readers 10 hours of TA a week to read 1-1 with children with a focus on learnt phonic knowledge	<ul style="list-style-type: none"> Practise enables a child to move knowledge into the long-term memory and thus read with more automaticity. Speed of reading will then increase. 	2
We have a FT Pastoral lead who has the capacity to manage attendance and nurture provision.	<ul style="list-style-type: none"> Monitor attendance and make those comparisons to National and to keep parents informed. Monitor well-being and intervene when needed. There is a planned cycle of bespoke intervention for pupils identified to need this. Attendance at times needs early help and the pastoral need is trained to lead and implement. 	3,4

<p>Find solutions to overcome barriers to ensure pupils who are disadvantaged have the same equal opportunities to participation</p>	<ul style="list-style-type: none"> • Use Pupil Premium funding to support participation in school opportunities. 	<p>5</p>
<p>Implement rigorous Assessment for Learning strategies in whole class teaching with high expectations for all.</p>	<ul style="list-style-type: none"> • Consistent approach to teaching and learning for all will improve pupil outcomes. 	<p>6</p>

Total budgeted cost: £59,260

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.

KS2 SATS

DIS EXS+	DIS Westroyd 22/23	23/24	Nat NDIS 22/23	23/24	National DIS 22/23	23/24	Westroyd DIS/ National NDIS 23/24	Nat Dis/Nat NDIS gap
Reading	28.6%	83.3%	77.8%	79.5%	60.2%	62.6%	+ 3.8%	16.9%
Writing	42.9%	66.7%	77%	77.4%	58.1%	58.6%	10.7%	18.8%
Maths	28.6%	66.7%	78.8%	79.1%	58.8%	59.2%	12.4%	19.9%
RWM	14.3%	50%	65.9%	67.1%	44%	45.5%	17.1%	21.6%
SPAG		66.7%		77.9%		60.1%	6.6%	17.8%

KS2 SATS

DIS GD	DIS Westroyd 22/23	23/24	Nat NDIS 22/23	23/24	National DIS 22/23	23/24
Reading	14.3	0	33.7%	32.9%	17.4%	18.1%
Writing	14.3	0	16.1%	15.7%	6.6%	6.4%
Maths	0	16.7%	28.4%	28.5%	12.8%	12.9%
RWM	0	0	9.9%	9.6%	3.2%	3.1%
SPAG		0		37%		19.9%

Good Level of Development

DIS 23/24 Westroyd	Nat NDIS 23/24	Nat DIS 23/24
100%	70.4%	52%

Year One Phonics

DIS 23/24 Westroyd	Nat NDIS 23/24	Nat DIS 23/24
50%	83.4%	68.3%

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
RWI interventions	Ruth Miskin

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?	Pastoral support
What was the impact of that spending on service pupil premium eligible pupils?	Improved learning attitude and improved progress.