

Pupil premium strategy statement

This statement details our school's use of pupil 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	West Byfleet Infant School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	8% (disadvantaged)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	21/11/2025
Date on which it will be reviewed	21/11/2026
Statement authorised by	Stacey Clarke (Headteacher)
Pupil premium lead	Cara Dean (Deputy Head for Inclusion and Pastoral Care)
Governor / Trustee lead	Peter Abbotts (SEND Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,380
Recovery premium funding allocation this academic year	£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	£25,380

Part A: Pupil premium strategy plan

Statement of intent

At West Byfleet Infant School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education, to enable all pupils to progress and achieve in all aspects of the curriculum, and to prepare them for future learning and success in life. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning for all pupils regardless of circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- ✓ Improve reading outcomes to enable pupils to access the breadth of the curriculum
- ✓ Develop confidence in pupils' ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and support this through whole school strategies
- ✓ Support pupils social and emotional wellbeing to enable them to access learning opportunities and engage with school life
- ✓ Access a wide range of opportunities (both curricular and extra curricular) to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching through Ordinarily Available Provision (OAP)
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, and 1:1 intervention
- Increase parental engagement through parent workshops and parental involvement
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate SEMH support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective Quality First teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at termly pupil progress meetings. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults such as our ELSA and Pastoral Support Worker. An expansion of enrichment opportunities will enable all pupils to access both curricular and non-curricular opportunities they might otherwise not have experience of, to support their learning and personal development.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children achieve lower attainment and progress levels.
2	Children enter school with below average language and speaking skills.
3	Children's reading skills are below average. Our families may not have a clear understanding of the process of how children develop reading skills and this limits application of skills and effectiveness of reading.
4	Social, Emotional and Mental Health needs create a significant barrier to learning for some children. Our intake highlights that some pupils are disadvantaged in multiple areas such as SEND, medical needs, housing and wider family difficulties.
5	Our data shows that Pupil Premium children have lower attendance, higher persistent absence or poor punctuality.

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
<u>Challenge 1</u> Pupil Premium pupils will close the gap so there is smaller percentage difference in	<ul style="list-style-type: none">Accurate baseline assessment ensures that children are identified swiftly and making accelerated progress through Pupil Progress Meetings

<p>achievement of Pupil Premium when compared to Non-Pupil Premium pupils</p> <p>This links to our SEFDP Priority: “To ensure that the foundation curriculum is coherently sequenced so that pupils build deep, connected understanding over time — with each subject reflecting the school’s vision and values, and supporting equitable access to high-quality learning”</p>	<ul style="list-style-type: none"> • All Pupil Premium children meet their individual end-of-year target • Targeted interventions ensure that children make rapid and accelerated progress • Same day interventions ensure misconceptions are addressed immediately • Testing in and testing out of interventions ensures pupils progress is closely monitored and evaluated • Percentage gap is diminished on end of year data
<p><u>Challenge 2</u></p> <p>Increase percentage of pupils achieving age related expectation in the area of Communication and Language</p>	<ul style="list-style-type: none"> • All children make good progress from starting points • Learning Walks show high quality interactions and questioning in conversations • SALT activities have positive impact on developing children’s vocabulary and language skills • SALT interventions support pupils to develop language skills and be in line with peers – leading to an increased percentage achieving end of year expectations • Learning environments are language and vocabulary rich and pupils use them effectively to support their learning
<p><u>Challenge 3</u></p> <p>Pupil Premium parental engagement is increased and involvement and partnership has a direct impact on improving reading outcomes</p>	<ul style="list-style-type: none"> • Parent Workshops are well attended by Pupil Premium families • Reading Records show engagement and scaffolding from staff to support next steps for parents to focus on • Attainment in Reading is raised for Pupil Premium children • Pupil Premium read for pleasure and can discuss their favourite stories, poems etc. • Daily Reading supports pupils to close the gap and is evidenced in Reading Records
<p><u>Challenge 4</u></p> <p>Pupils SEMH needs are identified and supported through whole school strategies to reduce barriers in order for pupil premium pupils to reach their true potential and attain end of year expectations</p>	<ul style="list-style-type: none"> • Zones of Regulation – whole school approach is effectively implemented across school • Identification screeners and weekly pastoral team meetings allow swift identification and actions to be put in place • ELSA supports pupils and impact for improved learning behaviours evident in classroom application • Staff training allows QFT and OAP to be effective in reaching the needs of all pupils

	<ul style="list-style-type: none"> • All staff have been trained in effective use of Ordinarily Available Provision and effective in using approaches within classroom practice • Additional pastoral opportunities available for identified pupils (such as Equine Therapy and Therapy Dog) to improve SEMH
<p>Challenge 5 Improved attendance and punctuality maximises the Teaching and Learning opportunities and improves outcomes.</p> <p>This links to our SEFDP Priority; “To reduce persistent absence and improve overall attendance for underserved pupils by fostering a culture of belonging, accountability, and proactive support”</p>	<ul style="list-style-type: none"> • Pupil Premium attend school regularly and are ready to learn at the start of each day • Pastoral Team support families and signpost where necessary to support services • Parenting Puzzle course is embedded and targets identified families leading to direct impact on parental engagement and improved outcomes for pupils • Inclusion Officer regularly meets with school leaders and supports families

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscribe to The National College to improve personal CPD for all staff based on appraisal cycle and identified strengths and areas for development	<p>The National College subscription is one element of our tiered approach aligning with the DfE’s strategy template prioritising High Quality Teaching, Targeted Academic Support and Wider Strategies for Pupil Premium children.</p> <p>The EEF Guidance Report for Professional Development recommends that schools ensure that professional development aligns with the needs of the school and is supported by school leadership. It also advocates that schools recognise the time constraints faced by teachers and adapt professional development accordingly.</p>	1,2,4

	An annual subscription to The National College will allow staff to tailor their own Professional Development to suit individual needs or areas of development.	
Parenting Group offer targeted to vulnerable families	<p>Evidence from the EEF's Teaching and Learning Toolkit recommends actively engage with parents to reinforce social and emotional learning skills in the home environment.</p> <p>Our families regularly engage with our HSLW, ELSA and Deputy Head for Inclusion seeking support around parenting, and advice about how to further support their children at home, particularly around behavioural and emotional issues.</p> <p>Delivering Parenting Puzzle groups will allow us to provide support all families, with targeted invitatto those families most in need.</p>	3,5
ECT training course to support Teaching and Learning	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.</p> <p>The EEF Guidance report for Professional Development recommends that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	2
Communication Champion Course – Surrey Speech and Language Therapy Team	<p>The EEF Guidance report on Improving Literacy in KS1 states that; "Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children".</p> <p>It recommends using a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p>	1,2,4
Deputy Headteachers – supporting CPD for Learning Support Assistants and Special Needs Assistants	<p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. (Education Endowment Foundation).</p> <p>Our Deputy Headteachers work collaboratively to identify areas for development in the CPD of our LSA and SNAs, and devise and deliver weekly training during work hours to ensure that all support staff have the tools and knowledge to deliver the highest quality of support and scaffolding to pupils in their care.</p>	1,2,4

	The Senior Leadership Team promote positive engagement and teaching strategies with Pupil Premium Students	
<p>Targeted work with the Mental Health Schools Team</p> <p>CPD sessions delivered to teachers, support staff and parental workshops scheduled for key areas of need.</p> <p>Planning and advice meetings with Pastoral Team for identified pupils.</p>	<p>The EEF Guidance Report for Professional Development recommends that schools ensure that professional development aligns with the needs of the school and is supported by school leadership. It also advocates that schools recognise the time constraints faced by teachers and adapt professional development accordingly.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit recommends actively engage with parents to reinforce social and emotional learning skills in the home environment.</p>	

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

Budgeted cost: £ 11,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Learning Assistant – employed to deliver targeted interventions and 1:1 language support	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.	1,2
ELSA employed to target SEMH pupils and Pupil Premium	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.	3,4,5

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Pastoral Support Worker – targeted support</p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit recommends actively engage with parents to reinforce social and emotional learning skills in the home environment.</p>	<p>3</p>
<p>Extended Services Support – Earlybirds/Wingbats - After School Sports Clubs</p>	<p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research</p>	<p>2, 3, 4, 5</p>
<p>Equine Therapy and Therapy Dog</p>	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” EEF – Social and Emotional Learning</p>	<p>1, 4, 5</p>
<p>Nurture groups for vulnerable group including Young Carers, SEND, SEMH, children going through bereavement,</p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” EEF – Social and Emotional Learning</p> <p>Our pastoral offer helps children to feel safe and positive in school, which aims to increase attendance and pupil wellbeing.</p>	<p>1,4,5</p>

Total budgeted cost: £ 25380

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Impact evaluation
<p><u>Challenge 1</u> Pupil Premium pupils will close the gap so there is smaller percentage difference in achievement of Pupil Premium to Non-Pupil Premium pupils</p>	<ul style="list-style-type: none"> • Accurate baseline assessment ensures that children are identified swiftly and making accelerated progress (Pupil Progress Meetings) • All Pupil Premium children meet their individual end-of-year target • Targeted interventions ensure that children make rapid and accelerated progress (testing and testing out) • Percentage gap is diminished significantly on end of year data 	<ul style="list-style-type: none"> • In the academic year of 2024-25 progress for pupil premium children across all year groups was good in all areas. • Attainment for pupil premium children is low within all core subjects in Year 2 – this has been identified as a key area for development in the 2025-26 academic year. • Attainment for pupil premium children in Year 1 was just below age related expectations for Maths and Reading, and significantly below in Writing. • Attainment for pupil premium children in EYFS was broadly in line with age related expectations.
<p><u>Challenge 2</u> Increase percentage of pupils achieving Early Learning Goal (age related expectation) in the area of Communication and Language</p>	<ul style="list-style-type: none"> • All children make good progress from starting points • Learning Walks show high quality interactions and questioning in conversations • SALT activities have positive impact on developing children’s vocabulary and language skills • SALT interventions support pupils to develop language skills and be in line with peers – leading to an increased percentage achieving end of year expectations • Learning environments are language and vocabulary rich and pupils use them effectively to support their learning 	<ul style="list-style-type: none"> • Learning walks showed high quality interactions and excellent use of sentences – this was identified as a strength by Ofsted inspectors • Staff have received training on the importance of vocabulary development and this has been identified as a strength through learning walks and planning scrutiny • Pre-teaching vocabulary intervention groups has proven to be an effective approach and formative assessment data shows a positive impact on pupils C&L skills • Learning walks have been validated externally by SIP as demonstrating language and vocabulary rich environments – with a particular strength seen in EYFS • Due to a changing cohort and increasing need in this area, communication and language will continue to be a focus for 2025-26.

<p><u>Challenge 3</u> Pupil Premium parental engagement is increased and involvement and partnership has a direct impact on improving reading outcomes</p>	<ul style="list-style-type: none"> • Parent Workshops are well attended by Pupil Premium families • Reading Records show engagement and scaffolding from staff to support next steps for parents to focus on • Attainment in Reading is raised for Pupil Premium children • Pupil Premium read for pleasure and can discuss their favourite stories, poems etc • Daily Reading supports pupils to close the gap and is evidenced in Reading Records 	<ul style="list-style-type: none"> • Pupil premium parental engagement is still low and continues to be a focus for next academic year • Strategies have been identified to increase parental engagement by SLT • Workshops have been identified and designed to support pupil premium parents in understanding how to better engage/help their children • This will continue to be focus next academic year
<p><u>Challenge 4</u> Pupils SEMH needs are identified and supported through whole school strategies to reduce barriers in order for pupil premium pupils to reach their true potential and attain end of year expectations</p>	<ul style="list-style-type: none"> • Zones of Regulation – whole school approach is effectively implemented across school • Identification screeners and planning meetings allow swift action for interventions to be put in place • ELSA supports pupils and impact for improved learning behaviours evident in classroom application • Staff training allows QFT to be effective of reaching the needs of all pupils 	<ul style="list-style-type: none"> • Zones of Regulation are embedded as a whole school approach and show positive impact • School values have been re-designed to better reflect and support SEMH for all pupils • Staff received training in QFT and OAP and this was evidence in observations and learning walks • New pastoral team has been established for next academic year under the leadership of the Assistant Head for Inclusion and Pastoral
<p><u>Challenge 5</u> Improved attendance and punctuality maximises the Teaching and Learning opportunities and improves outcomes</p>	<ul style="list-style-type: none"> • Pupil Premium attend school regularly and are ready to learn at the start of each day • Pastoral Team supporting families and signposting where necessary to support services • Parenting Puzzle course is embedded and targeted which has direct impact on parental engagement and improves outcomes for pupils • Inclusion Officer more visible and supporting families with information and support 	<ul style="list-style-type: none"> • Careful monitoring of identified families and groups of children continues • SLT regularly meet to identify and discuss next steps for families where attendance is beginning to decline • SLT meet regularly with Inclusion Officer • Attendance is discussed and highlighted weekly at staff meetings to raise awareness • Pastoral team will continue to meet weekly to identify key families and discuss bespoke approaches

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
Equine Therapy	Equine Therapy
Therapy Dog	Claire Clark
Extra curricular sports clubs	Premier Education
Extra curricular clubs	Doodlebugs - Gill Wilkins Cremona Dance Mindful Yoga Genie Lab

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funded place for Summer term at extra-curricular club. ELSA support for identified services pupils. Pastoral Support Worker support to service families. Focused work around key celebrations such as Remembrance Day and Armed Forces Day with Deputy Headteacher.
What was the impact of that spending on service pupil premium eligible pupils?	Access to extra-curricular activity of choice to support development of social skills. Access to extended school services. ELSA sessions supported pupils during parental deployment and absence. Pastoral Support Worker supported service families socially and emotionally through regular check ins. Service pupils were celebrated through special events, and recognised within the local and school community.