



Pupil premium strategy statement

This statement details our school's use of pupil premium 2025 to 2026 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we are spending the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westfield Community Primary
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2026/27
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Lote Headteacher
Pupil premium lead	Pam Anderson Deputy Headteacher
Governor / Trustee lead	Phil Roper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that everybody thrives, irrespective of their background or the challenges they face, **having the resilience and confidence they need for our dynamic world**. The focus of our pupil premium strategy is to support disadvantaged pupils **to achieve the very best - academically, creatively and emotionally**.

We will consider the challenges faced by vulnerable pupils, such as those who are 'looked after' by the local-authority, pupils who were previously 'looked after' and pupils of services personnel. The activity outlined in this strategy is intended to support their needs, regardless of whether they are disadvantaged or not.

We intend to offer **outstanding teaching for all**, with a focus on areas in which disadvantaged pupils require the most support. This is proven to be effective in closing the attainment gap, but also benefits non-disadvantaged pupils, so that all pupils are **able to learn and achieve their very best**.

Our approach will be responsive to common challenges and individual needs, as identified through scrutiny of data, in order to **provide an education which is well balanced to ensure children**, including those that are disadvantaged, **have a wide range of skills to embrace the challenges that face them; academically, socially and creatively within a healthy body and mind**.

Challenges

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

Challenge number	Detail of challenge
1	July 2024: In reading, writing and maths, a disproportionate number of pupils that are well below or just below age-related expectations are disadvantaged pupils: • Reading 20% all pupils: 54% disadvantaged pupils • Writing 31% all pupils: 60% disadvantaged pupils • Maths 21% all pupils: 51% disadvantaged pupils
2	Ensuring that disadvantaged pupils achieve the expected standard in Y1 phonics screening, in-line with National, is particularly challenging in cohorts where the number of disadvantaged pupils is relatively small i.e., 1 or 2 pupils.
3	July 2024: The number of disadvantaged pupils achieving 'greater depth' is significantly lower than all pupils, across all curriculum areas, in all year groups: • Reading 17% all pupils: 8% (3) disadvantaged pupils • Writing 8% all pupils: 0% disadvantaged pupils • Maths 14% all pupils: 5% (2) disadvantaged pupils.

4	July 2024: A disproportionate number of disadvantaged pupils require support for SEMH needs, compared to all pupils. During 2023-2024, 29% of disadvantaged pupils accessed support from the learning mentor.
5	July 2024: Despite continued efforts, the attendance of disadvantaged pupils continues to be lower than all pupils - 94.94% all pupils: 92.01% disadvantaged pupils. In addition, there are a disproportionate number of disadvantaged pupils with persistent absence 27% (10 pupils), compared to all pupils.
Point to note: the significantly low numbers in some year groups distorts data for disadvantaged pupils, making it difficult to develop trends.	

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
Improved reading attainment for disadvantaged pupils.	Y1 Phonics Screening Check: Outcomes continue to remain above National for all pupils, including disadvantaged pupils. End KS data for reading is in-line with or above National for all pupils. End KS data for reading is in-line with or above National for disadvantaged pupils. An increased number of disadvantaged pupils attain the 'expected standard' in reading across all year groups; closing the attainment gap between disadvantaged and non-disadvantaged pupils. An increased number of disadvantaged pupils attain 'greater depth' in reading.
Improved writing attainment for disadvantaged pupils.	End KS data for writing is in-line with or above National for all pupils. End KS data for writing is in-line with or above National for disadvantaged pupils. An increased number of disadvantaged pupils attain the 'expected standard' in writing across all year groups; closing the attainment gap between disadvantaged and non-disadvantaged pupils. An increased number of disadvantaged pupils attain 'greater depth' in writing.
Improved maths attainment for disadvantaged pupils.	End KS data for maths is in-line with or above National for all pupils. End KS data for maths is in-line with or above National for disadvantaged pupils. An increased number of disadvantaged pupils attain the 'expected standard' in maths across all year

	groups; closing the attainment gap between disadvantaged and non-disadvantaged pupils. An increased number of disadvantaged pupils attain 'greater depth' in maths.
To achieve and sustain improved mental health and well-being for all pupils, particularly disadvantaged pupils.	All pupils, including disadvantaged pupils report high levels of well-being, as evidenced through pupil voice. Improved outcomes for families of disadvantaged pupils, across a range of areas, impact positively on pupil's health & well-being, as evidenced through teacher observations. Increased numbers of disadvantaged pupils engage with enrichment activities, compared with current picture.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Attendance is in-line with or above National for all pupils, including disadvantaged pupils. The gap between disadvantaged and non-disadvantaged pupils will close. The number of pupils with persistent absence will reduce for all pupils, including disadvantaged pupils. The number of disadvantaged pupils with persistent absence is proportionate to, not greater than non-disadvantaged pupils.

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 (E.g. CPD, recruitment and retention) - Budgeted cost: £21,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching of reading: Phonics teaching across EYFS and KS1 (Little Wandle)	EEF Toolkit - research has found: "High impact for very low cost based on extensive evidence" (+5 months)	2
Develop high quality teaching of reading: Comprehension strategies, Y2-6, (Accelerated Reader)	EEF Toolkit - research has found: "Very high impact for very low cost based on extensive evidence" (+6 months)	1,3
Develop high quality teaching of writing: TA 'feedback'	EEF Toolkit - research has found: "Very high impact for very low cost based on extensive evidence" (+6 months)	1,3

Develop high quality teaching of maths: Developing the delivery of a mastery approach to mathematics underpinned by a CPA approach	EEF Toolkit - research has found: "High impact for very low cost based on limited evidence" (+5 months)	1,3
Develop high quality teaching, for pupils with SEND – SENCO - CPD/MER	EEF: "The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils, including disadvantaged pupils:- - flexible grouping - cognitive and metacognitive strategies - explicit instruction - using technology (Century Tech) - scaffolding"	1,2,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) - Budgeted cost: £15,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle: Phonics 'booster sessions' for identified pupils in YR, Y1 & Y2, including those that are disadvantaged.	Studies have shown that PP pupils typically receive similar or slightly greater benefit from phonics interventions and approaches than non-PP pupils. EEF reports "High impact for very low cost based on extensive evidence" (+5 months).	2
Reading/Maths 'booster sessions' for disadvantaged pupils in Y6.	EEF Toolkit - research has found: "Moderate impact for moderate cost on moderate evidence" (+4 months)	1,2,3
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND: - PSP provision - Lexia	EEF Toolkit - research has found: "Moderate impact for moderate cost on moderate evidence" (+4 months)	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing) - Budgeted cost: £10,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to work 1:1 with identified pupils whose SEMH needs may impact on learning outcomes	EEF Toolkit - research has found: Mentoring: "Low impact for moderate cost based on moderate evidence" (+2 months)	1,2,3,4
Learning mentor to work with small groups of identified pupils whose SEMH needs may impact on learning outcomes	EEF Toolkit - research has found: Behaviour Interventions: "Moderate impact for low cost based on limited evidence" (+4 months)	1,2,3,4
Learning mentor to work 1:1 with identified children who are below 90%	EEF Toolkit – research has found: Parental Engagement: "Moderate impact for very low cost based on extensive evidence" (+4 months)	1,2,3,5
Learning mentor to work with identified families using the Outcomes Star Tool	EEF guidance report "Working With Parents to Support Children's Learning" states that it can be difficult to involve all parents in ways that support children's learning – particularly those from disadvantaged homes. One key recommendation is to, "Offer more sustained and intensive support where needed".	1,2,3,4,5
Actively promote enrichment activities to PP pupils and encourage engagement with them through providing funded places.	EEF reports that there is a small positive impact of physical activity on academic attainment (+1 month). However, it is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides i.e., health, wellbeing and physical development.	5

Total budgeted cost: £47,662

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 2024/2025 academic year.

Improved communication and language skills for disadvantaged pupils in EYFS.

Early communication screening data – Jul '24

- End Acorns – 2 PP, both @ a.r.e.
- End Nursery – 1 PP was below on entry, @ a.r.e.

Early communication screening data – Jul '25

- End Nursery (2) – 2PP on-track
- End YR – 1PP GLD met

End EYFS data -Jul '24

- Listening, attention & understanding – EXP: All pupils 88% : PP 50% (1/2 pupils)
- Speaking – All pupils EXP 91% : PP 50% (1/2 pupils)

End EYFS data -Jul '25

- Listening, attention & understanding – EXP: All pupils 90% : PP 100% (1/1 pupil)
- Speaking – All pupils EXP 94% : PP 100% (1/1 pupil)

Improved reading attainment for disadvantaged pupils.

YR Word Reading

- Exp. - All pupils: 81% (decreased by 9% from Jul 24)
- Exp. – PP: 100% - 1 pupil (increase of 50% from Jul 24)

YR Comprehension

- Exp. - All pupils: 85%
- Exp. – PP: 100% - 1 pupil (increase of 50% from Jul 24)

Y1 Phonics

- Exp. - All pupils: Westfield 90% National 80% - Above
- Exp. - PP: Westfield 67% (2 of 3) National 68% - In line

Y2 Reading

- Exp. - All pupils: 86% (increased by 6% from Jul 24)

- Exp. – PP: 60% - 3/5 - (increase of 10% from Jul 24)
- GD - All pupils 19% (decreased by 1% from Jul 24)
- GD - PP: 20% (increase of 20% from Jul 24)

Y6 Reading

- Exp. - All pupils: 90% (increase of 17% from Jul 24)
- Exp. – PP: 75% - 3/4 – (increase of 33% from Jul 24)
- Higher standard - All pupils: 32% (increase of 3% from Jul 24)
- Higher standard – PP: 25% - 1/4 - (increase of 8% from Jul 24)

The gap between PP and non-PP pupils' reading attainment remains across all year groups, except Y1 where there is only 1 PP pupil who is working @EXP.

The number of PP pupils achieving 'higher standard' in reading across school is showing an upward trend, currently at 10% (Jul 24 - 8%, Jul 23 - 7%).

Improved writing attainment for disadvantaged pupils.

YR Writing

- Exp. - All pupils: 71% (decreased by 1% from Jul 24)
- Exp. - PP: 100% - 1 pupil (increase of 50% from Jul 24)

Y2 Writing

- Exp. - All pupils: Westfield 73% (decreased by 2% from Jul 24)
- Exp. - PP: 40% - 2/5 - (decreased by 10% from Jul 24)
- Greater depth - All pupils: 5% (decreased by 5% from Jul 24)
- Greater depth - PP: 0%

Y6 Writing

- Exp. - All pupils: 84% (Increase of 15% from Jul 24)
- Exp. - PP: 75% - 3/4 - (Increase of 33% from Jul 24)
- Higher standard - All pupils: 15% (Increase of 7% from Jul 24)
- Higher standard – PP: 25% - 1/4 (Increase of 25% from Jul 24)

The gap between PP and non-PP pupils' writing attainment remains across most year groups, with the exception of Y5 where PP pupil attainment is in-line with non-PP pupils.

The number of PP pupils achieving 'higher standard' in writing across school has increased from 0% (Jul 24) to 3% (Jul 25), though this is still 7% lower than non-PP pupils.

Improved maths attainment for disadvantaged pupils.

YR Number

- Exp. - All pupils: 79% (Increase of 1% from Jul 24)
- Exp. - PP: 100% - 1 pupil (Increase of 50% from Jul 24)

Y2 Maths

- Exp. - All pupils: 84% (Increase of 15% from Jul 24)
- Exp. – PP: 60% - 3/5 (Increase of 10% from Jul 24)

- GD - All pupils: 12% (Decreased by 5% from Jul 24)
- GD – PP: 20% (Increase of 20% from Jul 24)

Y6 Maths

- Exp. - All pupils: 82% (Increase of 13% from Jul 24)
- Exp. - PP: 25% - 1/4 – (Decreased by 25% from Jul 24)
- Higher standard - All pupils: 29% (no change from Jul 24)
- Higher standard – PP: 0% (Decreased by 8% from Jul 24)

The gap between PP and non-PP pupils' maths attainment remains across school though there is some variance across year groups: current Y1, Y4, Y5 PP pupils' attainment is broadly in-line with non-PP pupils' attainment.

The number of PP pupils achieving 'higher standard' in maths across school has increased from 5% (Jul 24) to 6% (Jul 25), though this is still 12% lower than non-PP pupils.

ISDR Summary of Performance of Disadvantaged Pupils (2025)

Academic Attainment Gap

- Only 31% of disadvantaged pupils met expected standards, significantly below national averages.

Subject Specific Disparities

- Gaps of -34 in reading, -39 in writing, and -41 in maths highlight subject-level inequalities.

Need for Targeted Support

- Focused strategies and tailored teaching are essential to close attainment gaps and promote equity.

To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.

The gap between PP and non-PP pupils' school attendance remains:

- PP pupils 93.50% :
- Non PP pupils 96.14%

The gap has however closed slightly from 2.93% (2023-2024) to 2.64% (2024-2025).

PP pupils with persistent absence has reduced from 10 pupils (2023-24) to 5 pupils (2024-2025).