



Pupil premium strategy statement

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 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	404
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 2025
Date on which it will be reviewed	December 2025
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	£56,920
Recovery premium funding allocation this academic year	£1,450
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	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	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. There are no disadvantaged pupils currently attaining 'greater depth' in KS1 and lower KS2.

4	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	Despite continued efforts, the attendance of disadvantaged pupils continues to be lower than all pupils: 23/24: 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.	<p>Y1 Phonics Screening Check: Outcomes continue to remain above National for all pupils, including disadvantaged pupils.</p> <p>End KS data for reading is in-line with or above National for all pupils.</p> <p>End KS data for reading is in-line with or above National for disadvantaged pupils.</p> <p>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.</p> <p>An increased number of disadvantaged pupils attain 'greater depth' in reading.</p>
Improved writing attainment for disadvantaged pupils.	<p>End KS data for writing is in-line with or above National for all pupils.</p> <p>End KS data for writing is in-line with or above National for disadvantaged pupils.</p> <p>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.</p> <p>An increased number of disadvantaged pupils attain 'greater depth' in writing.</p>
Improved maths attainment for disadvantaged pupils.	<p>End KS data for maths is in-line with or above National for all pupils.</p> <p>End KS data for maths is in-line with or above National for disadvantaged pupils.</p> <p>An increased number of disadvantaged pupils attain the 'expected standard' in maths across all year</p>

	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 (for example, CPD, recruitment and retention)

Budgeted cost: **£5053** (£995+£1338+£495+£2225) PLUS costings for all staff for 3 inset days

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: Responsive to needs of pupils – Feedback (CPD)	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 - Bar Modelling (CPD)	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; 20% of which are PP (CPD)	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:- <ul style="list-style-type: none"> • 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: **£49,878.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant deployment and interventions: supporting high-quality provision within the classroom	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		
Little Wandle: Phonics ‘booster sessions’ for identified	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics	2

pupils in Y1 & Y2, including those that are disadvantaged.	interventions and approaches than non-PP pupils. EEF reports “High impact for very low cost based on extensive evidence” (+5 months).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4312.80** (£3,307.80 + £1005)

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: £59,244.30

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 2023/2024 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.

End EYFS data -Jul '24

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

Improved reading attainment for disadvantaged pupils.

- YR Word Reading – Exp. - All pupils: Westfield 90% National NA
Exp. - Disadvantaged: Westfield 50% (1 of 2) National NA
Comprehension – Exp. - All pupils: Westfield 95% National NA
Exp. - Disadvantaged: Westfield 50% (1 of 2) National NA
- Y1 Phonics – Exp. - All pupils: Westfield 90% National 80% - Above
Exp. - Disadvantaged: Westfield 67% (2 of 3) National 68% - In line
- Y2 Reading – Exp. - All pupils: Westfield 80% National N/A
Exp. - Disadvantaged: Westfield 50% (2 of 4) National N/A
GD: - All pupils 20% National NA
GD: - Disadvantaged 0%
- Y6 Reading – Exp. - All pupils: Westfield 73% National 74% - In line
Exp. - Disadvantaged: Westfield 42% (5 of 12) National N/A
Higher standard - All pupils: Westfield 29% National 28% - In line
Higher standard – Disadvantaged: Westfield 17% (2 pupils) National NA
No progress data or prior attainment data for pupils @ end KS2
- The gap between disadvantaged & non-disadvantaged pupils reading attainment remains across all year groups. This however has closed to 10% in Y3.

- The number of disadvantaged pupils achieving 'higher standard' in reading across school has increased slightly to 8% (previously 7%).

Improved writing attainment for disadvantaged pupils.

- YR Writing – Exp. - All pupils: Westfield 72% National NA
Exp. - Disadvantaged: Westfield 50% (1 of 2) National NA
- Y2 Writing – Exp. - All pupils: Westfield 75% National N/A
Exp. - Disadvantaged: Westfield 50% (2 of 4) National N/A
Greater depth: - All pupils: Westfield 10% National NA
Greater depth: - Disadvantaged: Westfield 0% National NA
- Y6 Writing – Exp. - All pupils: Westfield 69% National 72% - Below
Exp. - Disadvantaged: Westfield 42% (5 of 12) National N/A
Higher standard - All pupils: Westfield 8% National 13% - Below
Higher standard - Disadvantaged: Westfield 0% National NA
No progress data or prior attainment data for pupils @ end KS2
- The gap between disadvantaged & non-disadvantaged pupils writing attainment remains across all year groups; no disadvantaged pupils achieved the higher standard/are working at greater depth in writing.

Improved maths attainment for disadvantaged pupils.

- YR Number – Exp. - All pupils: Westfield 78% National NA
Exp. - Disadvantaged: Westfield 50% (1 of 2) National NA
Patterns: – Exp. - All pupils: Westfield 78% National NA
Exp. - Disadvantaged: Westfield 50% (1 of 2) National NA
- Y2 Maths – Exp. - All pupils: Westfield 69% National N/A
Exp. - Disadvantaged: Westfield 50% (2 of 4) National N/A
GD: - All pupils 17% National NA
GD: - Disadvantaged 0%
- Y6 Maths – Exp. - All pupils: Westfield 69% National 72% - Below
Exp. - Disadvantaged: Westfield 50% (6 of 12) National N/A
Higher standard - All pupils: Westfield 29% National 28% - In line
Higher standard – Disadvantaged: Westfield 8% (1 pupil) National 13%
No progress data or prior attainment data for pupils @ end KS2
- The gap between disadvantaged & non-disadvantaged pupils maths attainment remains across all year groups. This however has closed to 9% in Y3.
- Only 5% of disadvantaged pupils achieved the 'higher standard' in maths across school.

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

- The gap between disadvantaged & non-disadvantaged pupils attainment remains re. school attendance:

21/22 – All pupils 95.15%: Pupil Premium 94.17% (0.98% gap)

22/23 – All pupils: 95.40%: Pupil Premium 94.22% (1.18% gap)

23/24 – All pupils: 94.94%: Pupil Premium 92.01% (2.93% gap)

The notable increase during 2023/34 was primarily as a result of 2 families experiencing difficulties; 1 of these has moved out of area, the other has decided to home-school.

- There continues to be disproportionately high numbers of disadvantaged pupils with persistent absence: 10/44.