

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Westfield Primary
Number of pupils in school	399 (17.7.25)
Proportion (%) of pupil premium eligible pupils	25% 101/399
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024 (reviewed termly)
Date on which it will be reviewed	December 2025
Statement authorised by	Karyn Hing
Pupil premium lead	Andrea Banks
Governor / Trustee lead	Martha Whitmore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,636
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£176,636

# Part A: Pupil premium strategy plan

## Statement of intent

Westfield School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond to pupils' diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. Our pupil premium strategy plan will work towards giving children educational support to accelerate learning as well as support their emotional well-being and mental health. We also aim to provide wider experiences and opportunities such as workshops and clubs that they otherwise might not have access to.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring staff use evidence-based teaching interventions and staff training e.g. NELI, RWI, Zones of Regulation, strategies from Literacy/Numeracy/Leadership course etc effectively
2	Improving attendance and readiness to learn for PP
3	Lack of support available with education at home
4	Lack of experiences and wider opportunities to support children's well-being and emotional development
5	New staff to be trained to ensure they are confident and knowledgeable in fast feedback, assessment and providing appropriate support/intervention, inclusive practises
6	Writing has been identified as a target across the school to improve attainment and progression. Multiplication Check has also been identified as an area to develop.
7	Most PP children begin with low starting points and have limited life-experience – they need extra exposure to vocabulary in order to access curriculum to the maximum benefit

## 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
<p>Progress in Reading, Writing and Maths</p> <p>Encouraging wider reading and writing opportunities.</p>	<p>Internal progress scores to be above 6 on ScholarPack at the end of the Summer Term (2 at the end of Autumn Term, 4 at the end of Spring Term).</p> <p><b>Autumn 2024 – PP progress</b> Year 5 PP children have accelerated progress in Maths. Year 6 PP children have accelerated progress in Reading, Writing and Maths.</p> <p><b>Spring 2025 – PP progress</b> Year 2 and Year 6 PP children have made accelerated progress in Reading, Writing and Maths.</p> <p><b>Summer 2025 – PP progress</b> Change in assessment system – now focused on attainment alone.</p>
<p>Combined attainment levels to increase from 2019</p>	<p>PP combined attainment to be 51% (2019 National PP level).</p> <p>PP at Westfield achieved 21% combined in SATs 2019, 35% in 2022 (Perspective Lite), 26% in 2023 and 38% in 2024 and <b>42% in 2025.</b></p> <p><b>Autumn 2024 Combined levels (internal)</b> Year 1 50% Year 2 13% Year 3 20% Year 4 19% Year 5 17% Year 6 46%</p> <p><b>Spring 2025 Combined levels (internal)</b> Year 1 33% Year 2 21% Year 3 43% Year 4 25% Year 5 17% Year 6 46%</p> <p><b>Summer 2025 Combined levels (internal)</b> Year 1 50% Year 2 21% Year 3 36% Year 4 24% Year 5 23% Year 6 56%</p> <p>Average for school – 35%</p> <p><b>External</b> <b>KS2 SATs</b> combined for PP children – 42% <b>EYFS</b> 43% of PP children gained GLD compared to 33% last year for PP children.</p>
<p>Phonics attainment</p>	<p>Achieve national average expected standard in PSC.</p> <p><b>Autumn 2024</b> <b>RWI</b> <b>Year 2</b> 33% of PP children at the correct stage or higher.</p>

	<p><b>Year 1</b> 33% of PP children at the correct stage or higher.</p> <p><b>Spring 2025</b></p> <p><b>RWI</b></p> <p><b>Year 2</b> 33% of PP children at the correct stage or higher.</p> <p><b>Year 1</b> 33% of PP children at the correct stage or higher.</p> <p><b>End of Summer Term RWI</b></p> <p><b>Year 2</b> 36% of PP children at the correct stage or higher.</p> <p><b>Year 1</b> 50% of PP children at the correct stage or higher.</p> <p><b>Phonics Check</b></p> <p><b>Year 2</b> 79% of PP children passed the phonics check compared to 88% of all children.</p> <p><b>Year 1</b> 75% of PP children passed the phonics check compared to 85% of all children.</p>
<p>Improve attendance</p>	<p>Improve attendance of disadvantaged pupils.</p> <p>Vulnerable children list each month – most of them are PP. Embedding the VIP project where each child on the vulnerable list has a designated adult that checks in on them regularly in an informal manner and builds up a relationship with the child.</p> <p><b>Autumn 2024 PP attendance:</b> 90.44% compared to 93.69% for 'All' pupils.</p> <p><b>Spring 2025 PP attendance:</b> 90.09% compared to 93.92% for 'All' pupils.</p> <p><b>Summer 2025 PP attendance:</b> 90.09% compared to 93.7% for 'All' pupils.</p>
<p>Encouraging wider reading and writing opportunities</p>	<p>Accelerated progress measures (see first row). Positive learning behaviours towards Reading and Writing.</p> <p><b>Autumn 2024</b> – KS1 Town Mouse, Country Mouse; Panto visit for the whole school; Diversty Week – reading and writing about different musical influences; Let's Read gave all Y2 children a book to keep and take home; More able workshops hosted here for local schools; HT, DHT assemblies usually based around books/stories; workshops on Reading and Phonics provided to our parents</p> <p><b>Spring 2025</b> – Writing week based around friendship; More able workshops hosted here for local schools; HT, DHT assemblies continue to have a range of books including a focus this term on Neuro-diversity; Let's Read gave all Y2 children another book to keep and take home; Writing display showing one piece of good work from each class on a rota basis; Dress up days to support topic work and writing; Y4 Delight project to promote reading and writing through an art based activity; book week including dress up day and the FOW did a Wonka Bar day;</p> <p><b>Summer 2025</b> – Y3 Delight project based on story telling; Let's Read gave all Y2 children another book to keep and take home; Writing display showing one piece of good work from each class on a rota basis;</p>

	<p>More Able workshops hosted here for local schools; trips linked to topics; Y5 Viking dress up day;</p>
<p>PP children to have academic and social opportunities</p>	<p>PP children prioritised for clubs, responsibilities and shows/assemblies  PP children will take up 25% of club spaces  PP children prioritised for academic interventions</p> <p>C50% of club spaces taken up by PP in Autumn 2024.  1/3 of Well-being ambassadors are PP  38% of the Sports Crew are PP.  20% of School Councillors are PP.  KS1 Harvest show – 20% of all speaking roles (50% of main speaking roles) PP</p> <p><b>Workshops, Trips, opportunities etc. Autumn 2024</b></p> <p>Diversity Week – different musicians over time  Mayford Grange – Y3 and Choir  Let’s Read  WW2 workshop (Y6)  Well-being Wednesdays (termly for families)  Anti-bullying workshops and theatre show  Y6 Motivational/Aspirational workshop  Y3 trip to Pizza Express  David Tricks Road Safety Magic Show (YR-2)  Fire Safety talks Ys2, 5  Dress up days – Superheroes, Stone Ages, Egyptians, WW2, Victorians  Y5s – series of sessions by Mindworks  Golf trip to Wentworth  Art workshop (Children and parents)  Skipping workshops  Pied Piper Theatre Company – Town Mouse &amp; Country Mouse (KS1)  Y6 STEM workshop  School Panto – Beauty and the Beast  Engage Harvest/Christmas Assemblies (from local Church)  Christmas Cracker (KS2)</p> <p><b>Workshops, Trips, opportunities etc. Spring 2025</b></p> <p>Writing week – friendship  Let’s Read  Bosun the Dog  Mayford Grange – Y3 and choir  Engage Easter Assembly (from local Church)  Easter assemblies in Key Stages for families  Book Week including dress up day  Dress up activities linked to learning topics  Dog safety workshops Ys 3 and 4  Bikeability  Children’s Mental Health Week</p>

	<p>Well-being Week plus weekly lessons  AIM High Maths workshop Ys5/6  Young Voices  Rainbows/Brownies etc World Thinking Day  Chicks in Reception  Y5 All Rise workshops  St Peter's Curate in to see Reception and tell the Easter Story  Perform Workshops YR-Y2  <b>Workshops, Trips, opportunities etc. Spring 2025</b>  Mayford Grange trips for Y3 and for choir  Life Bus  Zumba workshops  VE Day dress up and Theatre Show "During the war.."  Bikeability  Creative Curriculum Week  Zoolab  Y3 Trip to Winchester Museum  Y2 Trip to Brooklands Museum  Y1 Trip to Windsor Castle  STEM Science workshops  Brightsparks Dental workshop (all children given toothbrush and toothpaste)  Y6 Science Week and shared via Science Fair with KS2  Feet First workshops Y3  Y6 enrichment workshops  Y6 Fiver Challenge  Y5 trip to Elm Farm  Perform Jungle Rumble workshops KS1  Y6 Activities Week e.g. climbing wall, Tchououkball, Fencing  Well-being Wednesdays  29% of winners at the annual PRIDE tea party hosted by Mayor, were PP children.</p>
<p>Quality First Teaching provides effective differentiation to support PP children and appropriate interventions are delivered</p>	<p>Termly Pupil Progress meetings will identify appropriate children and support.  Interventions reviewed to establish effectiveness (data and observations)  CPD delivered to staff and used by staff to support SDP writing targets  Data analysis will show accelerated progress for PP children and improvements in attainment.  <b>Autumn 2024 Progress and Attainment for PP</b>  In-year Teacher Assessment in Year 6 shows accelerated progress for PP children.</p>

Dec '24	Reading	Writing	Maths
1	50%	50%	67%
2	20%	13%	33%
3	47%	27%	33%
4	43%	29%	33%
5	42%	17%	42%
6	58%	46%	62%

**Spring 2025 Progress and Attainment for PP**

March	Reading	Writing	Maths
1	33%	33%	50%
2	20%	13%	33%
3	57%	43%	43%
4	40%	30%	45%
5	42%	17%	50%
6	69%	46%	62%

**Summer 2025 Attainment for PP internal assessments**

July	Reading	Writing	Maths
1	50%	50%	75%
2	29%	29%	43%
3	43%	43%	36%
4	33%	29%	52%
5	39%	31%	54%
6	68%	60%	64%

## 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: £ 108,216.57 (Teaching and Targeted together)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small groups in class supported by LSA for differentiated support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1 3 4 6 7

<p>Embed RWI training and methodology including Ruth Miskin School portal subscription</p>	<p>EEF documents  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>RWI provide high-quality resources and structured support to promote sounds for reading and writing.</p>	<p>1 3 4 5 6 7</p>
<p>Embed Cracking Comprehension further to support reading comprehension skills</p>	<p>Years 2-6  Cracking Comprehension allows teachers to model and children to practise those skills and techniques needed to improve reading skills with a mix of interactive whiteboard activities, practice texts and assessments tasks. It exposes them to a wider range of texts and vocabulary.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 5 7</p>
<p>INSET, twilights and staff training on Inclusive classrooms, Kagan Principles and Zones of Regulation to support learning and well-being in the school.  PPM meetings, Leadership time, Nurturing, PINS, Literacy Leader NPQ</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Adaptations and support to up-skill staff in order to ensure co-operative learning and children that are ready and able to learn.</p> <p>Writing strategies will up-skill staff to give Quality First Teaching and quality interventions as staff confidence and skills will be improved.</p>	<p>1 2 4 5 7</p>

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

Budgeted cost: £ see above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivering targeted, interventions in school following identification of needs during pupil progress</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 3 4 5 6 7</p>

meetings including SHINE Reading, SHINE Maths, Talk Boost, Colourful Semantics, Lego Therapy Now Press Play RWI etc	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Structured interventions that support the development of specific needs within a subject e.g. division, inference, vocab, speech and language.	
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## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £155,642.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading vending machine	Promoting the love of reading and access to high quality reading materials for all children throughout the school	3 4 6 7
Workshops and curriculum days to provide cultural capital experiences (e.g. Stone Age Day, Motivational Y6 workshop, Delight for Y4 and Y3,)	Culture capital focus to give opportunities and experiences to children. This assists in aspirations and background knowledge.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2 3 4 6 7
Inclusion team to support vulnerable PP children and their parents e.g. social skills, restorative approaches, Zen Den, Tranquillity Cover, Dragon's lair; parental courses; parent hub;	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2 3 4 5 7

<p>Curiosity Corner</p> <p>Art workshops for parents and their children</p>	<p>The support for the children improves their well-being and attitude towards school and learning. This in turn then improves attendance. The skills learnt and developed are essential for good outcomes throughout school and in their adult life.</p> <p>Parent groups and drop ins for parents of vulnerable families encourages a more stable, supportive atmosphere at home which in turns improves the well-being of the children and attendance.</p>	
<p>FSM costs</p>	<p>Additional cost of meals for PP pupils for the school.</p>	<p>All</p>

**Total budgeted cost: £ 263,859.82**

## 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 2022 to 2023 academic year.

#### 2024 KS2 SATs

SATs Y6 PP results 2024

Year 6	Reading	Writing	GPS	Maths	Combined
All	75%	70%	70%	61%	60%
National	74%	72%	72%	73%	61%
PP (21)	52%	48%	43%	43%	38%

Combined: PP combined attainment to be 51% (2019 National PP level).

PP at Westfield achieved 21% combined in SATs 2019 and 35% in 2022 (Perspective Lite). SATs 2023 at Westfield was 26%

#### 2024 Phonics

	ALL	SEND	PP	EAL
Year 1	51/60 = 85%	3/6 = 50%	7/9 = 78%	18/21 = 86%
Year 2	50/60 = 83%	6/11 = 55%	14/17 = 82%	12/15 = 80%

Nationally in 2024, 68% of PP children passed the Phonics Check, compared to 78% of Year 1 PP children.

#### 2024 EYFS

33% of PP children gained GLD compared to 52% nationally.

### 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 Phonics	RWI
RWI Spelling	RWI
NELI	NELI

Action Words	Action Words
Talk Boost	Talk Boost
Lego Therapy	Lego Therapy
SHINE	Rising Stars
Kagan Principles	Kagan Principles
Toe-by-Toe	Toe-by-Toe
Zones of Regulation	Zones of Regulation
Whole School Nurturing Programme	NurtureUK