

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	368
Proportion (%) of pupil premium eligible pupils	23% (86)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025 (reviewed termly)
Date on which it will be reviewed	December 2026
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	£153,347
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£153,347

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, Nurture Principles, strategies from Literacy/Numeracy/Leadership course etc effectively
2	Improving attendance and readiness to learn for PP (FSM Ever 6)
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, Maths and Reading are on the SDP to improve end of KS2 test outcomes.
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>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 42% in 2025.</p> <p>Autumn 2025 Combined levels (internal)</p> <p>Year 1 14% (7 children) Year 2 40% (5 children) Year 3 27% (15 children) Year 4 33% (15 children) Year 5 30% (20 children) Year 6 23% (13 children) School Average: 27%</p> <p>Spring 2026 Combined levels (internal)</p> <p>Year 1 43% (7 children) Year 2 40% (5 children) Year 3 27% (15 children) Year 4 27% (15 children) Year 5 25% (20 children) Year 6 31% (13 children) School average: 29%</p>
<p>Phonics attainment</p>	<p>Achieve national average expected standard in PSC.</p> <p>Autumn 2025</p> <p>RWI</p> <p>Yr R – 45% PP children at or above correct level Y1 – 17% PP children at or above correct level Y2 – 40% PP children at or above correct level</p> <p>Spring 2026</p> <p>RWI</p> <p>Yr R – 38% PP children at or above correct level Y1 – 33% PP children at or above correct level Y2 – 40% PP children at or above correct level</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>Autumn 2025 PP attendance:</p> <p>94.2% compared to 95.5% for 'All' pupils (End of November 2025). Much improved from Summer 2025 for PP children – 90.1%</p> <p>Spring 2026 PP attendance:</p> <p>87.4% compared to 94.3% for 'All' pupils.</p> <p>New initiatives in place from near the end of Spring Term.</p>

<p>Encouraging wider reading and writing opportunities</p>	<p>Positive learning behaviours towards Reading and Writing.</p> <p>Autumn 2025 –Panto visit for the whole school; Diversity Week – reading and writing about different countries; 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; book fair</p> <p>Spring 2026 – Active workshops developing vocabulary; Let’s Read gave all Y2 children their second book of the year; HT/DHT assemblies continue to use books/stories and include different diversities to promote belonging, inclusion and acceptance; book fair; book vending machine; Reading has more of a focus each week in Celebration assembly, with one person from each class being celebrated specifically for Reading skills; Buddy Reading Opportunities between different year groups; Writing week with work on display with each Key Stage having the same book to focus on; Book week incorporating Book Day dress up; Trophies in Big Celebration Assembly at the end of term; Masked Reader competition; Volunteer readers increased</p>
<p>PP children to have academic and social opportunities</p>	<p>PP children prioritised for clubs, responsibilities and shows/assemblies</p> <p>PP children will take up 25% of club spaces</p> <p>PP children prioritised for academic interventions</p> <p>C28% of club spaces taken up by PP in Autumn 2025.(teacher led ones)</p> <p>33% of Well-being ambassadors are PP</p> <p>10% of the Y5 Sports Crew are PP.</p> <p>17% of School Councillors are PP.</p> <p>Workshops, Trips, opportunities etc.</p> <p>Autumn 2025</p> <p>Diversity Week – different countries</p> <p>Mayford Grange – Y3 and Choir</p> <p>Let’s Read</p> <p>Perform Workshops</p> <p>WW2 workshop (Y6)</p> <p>Well-being Wednesdays (termly for families)</p> <p>Weekly well-being sessions in class</p> <p>Anti-bullying workshops and theatre show</p> <p>Y6 Motivational/Aspirational workshop</p> <p>Y3 trip to Pizza Express</p> <p>David Tricks Road Safety Magic Show (YR-2)</p> <p>Fire Safety talks Ys2</p> <p>Dress up days – Superheroes, Stone Ages, Egyptians, WW2, Victorians</p> <p>Y5s – Parliament trip</p> <p>Pied Piper Theatre Company – Zoom (KS1)</p> <p>Y6 STEM workshop</p> <p>School Panto – Snow White</p>

	<p>Engage Harvest/Christmas Assemblies (from local Church)</p> <p>Christmas Cracker (KS2)</p> <p>Harvest and Christmas assemblies</p> <p>Basketball workshops</p> <p>Y6 Bikeability</p> <p>Spring 2026</p> <p>Bikeability</p> <p>Easter singing to Mayford Grange</p> <p>O2 singing concert</p> <p>Engage Easter assembly and a local Reverend in to do an assembly.</p> <p>Mayford Grange visits continued</p> <p>Perform Workshops – Midnight at the Toy Shop</p> <p>Well-being Wednesdays (termly for families)</p> <p>Weekly well-being sessions in class</p> <p>Themed days linked to topics - Dinosaur Day (Y1); Giraffe Day (Y2)</p> <p>Children’s Mental Health Week</p> <p>A-Life Workshops</p> <p>Volunteer readers to support</p> <p>Young Carers’ Day including a book given to each class to share.</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.</p> <p>Interventions reviewed to establish effectiveness (data and observations)</p> <p>CPD delivered to staff and used by staff to support SDP writing targets</p> <p>Data analysis will show accelerated progress for PP children and improvements in attainment.</p> <p>Autumn Term Attainment for PP</p> <table border="1" data-bbox="751 1330 1407 1951"> <thead> <tr> <th>Yr</th> <th>children</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>(7)</td> <td>43%</td> <td>43%</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>2</td> <td>(5)</td> <td>40%</td> <td>40%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>3</td> <td>(15)</td> <td>27%</td> <td>33%</td> <td>33%</td> <td>27%</td> </tr> <tr> <td>4</td> <td>(15)</td> <td>47%</td> <td>40%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>5</td> <td>(20)</td> <td>45%</td> <td>30%</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>6</td> <td>(13)</td> <td>39%</td> <td>31%</td> <td>23%</td> <td>23%</td> </tr> </tbody> </table>	Yr	children	Reading	Writing	Maths	Combined	1	(7)	43%	43%	14%	14%	2	(5)	40%	40%	40%	40%	3	(15)	27%	33%	33%	27%	4	(15)	47%	40%	47%	33%	5	(20)	45%	30%	50%	30%	6	(13)	39%	31%	23%	23%
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Spring Attainment for PP					
Yr	children	Reading	Writing	Maths	Combined
1	(7)	43%	43%	43%	43%
2	(5)	40%	40%	40%	40%
3	(15)	33%	33%	40%	27%
4	(15)	40%	33%	40%	27%
5	(20)	65%	25%	45%	25%
6	(13)	38%	31%	31%	31%

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: £ 103,822 (Teaching and Targeted together)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small groups in class supported by LSA for differentiated support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 3 4 6 7
Embed RWI training and methodology	EEF documents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-	1 3 4

including Ruth Miskin School portal subscription	<p>tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>RWI provide high-quality resources and structured support to promote sounds for reading and writing.</p>	5 6 7
Embed Cracking Comprehension further to support reading comprehension skills	<p>Years 2-6</p> <p>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 5 7
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</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>	1 2 4 5 7

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

Budgeted cost: £ 11651.82

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

SHINE Maths, Talk Boost, Colourful Semantics, Lego Therapy Now Press Play RWI etc	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: £133,197

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	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; Curiosity Corner Art workshops for parents and their children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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	2 3 4 5 7

	<p>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>	
FSM costs	Additional cost of meals for PP pupils for the school.	All

Total budgeted cost: £ 248,670.82

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.

2025 KS2 SATs

SATs Y6 PP results 2025

Year 6	Reading	Writing	GPS	Maths	Combined
All	63%	72%	61%	65%	57%
National	75%	72%	73%	74%	62%
PP	42%	60%	58%	58%	42%

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), 26% in 2023, 38% in 2024 and 42% in 2025.

2025 Phonics

Year 2 79% of PP children passed the phonics check compared to 88% of all children.

Year 1 75% of PP children passed the phonics check compared to 85% of all children.

2025 EYFS

43% of PP children gained GLD compared to 33% in 2024

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