

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

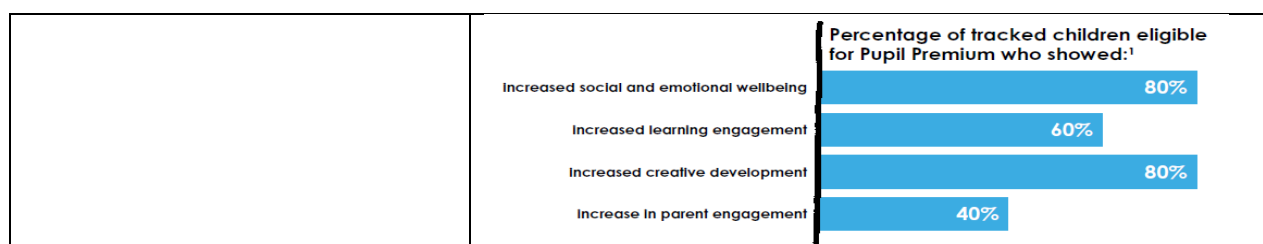
Intended outcomes

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
Combined attainment levels to increase from 2019	PP combined attainment to be 51% (2019 National PP level). PP at Westfield (National PP) 2019 achieved 21% (51%) 2022 achieved 35% (43%) 2023 achieved 26% (44%) 2024 achieved 38% (46%) 2025 achieved 42% (47%) 2026 achieved 38%
Phonics attainment	Achieve national average expected standard in PSC. Year 1 2026 – 88% (all), 43% (PP) 2025 – 85% (all), 79% (PP) 2024 – 85% (all), 78% (PP) Year 2 2026 – 94% (all), 67% (PP) 2025 – 88% (all), 79% (PP) 2024 – 83% (all) 82% (PP)
Improve attendance	Improve attendance of disadvantaged pupils. 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. Autumn 2025 PP attendance: 94.2% compared to 95.5% for 'All' pupils (End of November 2025). Much improved from Summer 2025 for PP children – 90.1% Spring 2026 PP attendance: 87.4% compared to 94.3% for 'All' pupils. New initiatives in place from near the end of Spring Term. End of June 2026 attendance: All 95.7% PP 91.7%*
Encouraging wider reading and writing opportunities	Positive learning behaviours towards Reading and Writing. 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 Spring and Summer 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; Peer productions workshop – Forest in Between;
PP children to have academic and social opportunities	PP children prioritised for clubs, responsibilities and shows/assemblies PP children will take up 25% of club spaces PP children prioritised for academic interventions C28% of club spaces taken up by PP in Autumn 2025.(teacher led ones) 33% of Well-being ambassadors are PP 10% of the Y5 Sports Crew are PP. 17% of School Councillors are PP. Workshops, Trips, opportunities etc. Autumn 2025 Diversity Week – different countries Mayford Grange – Y3 and Choir Let's Read Perform Workshops WW2 workshop (Y6) Well-being Wednesdays (termly for families) Weekly well-being sessions in class 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 Dress up days – Superheroes, Stone Ages, Egyptians, WW2, Victorians Y5s – Parliament trip Pied Piper Theatre Company – Zoom (KS1) Y6 STEM workshop School Panto – Snow White Engage Harvest/Christmas Assemblies (from local Church) Christmas Cracker (KS2) Harvest and Christmas assemblies Basketball workshops Y6 Bikeability Spring 2026 Bikeability Easter singing to Mayford Grange O2 singing concert Engage Easter assembly and a local Reverend in to do an assembly. Mayford Grange visits continued Perform Workshops – Midnight at the Toy Shop Well-being Wednesdays (termly for families) Weekly well-being sessions in class Themed days linked to topics - Dinosaur Day (Y1); Giraffe Day (Y2) Children's Mental Health Week

	A-Life Workshops Volunteer readers to support Young Carers' Day including a book given to each class to share. Spring 2026 Zoolab Delight project in Y3 and Y4 Life Bus AIM High Maths workshop Y4/5 Well-being Wednesday KS2 Pickleball workshops Bikeability Y3 Trip to Weald & Downland Museum Y1 Trip to Windsor Castle Y2 Trip to Brooklands Museum Class assemblies Nurture Award – Group of children talking about different aspects of our school. Y6 Science Week Y3 Mayford Grange visits Geography Fieldwork Day Y6 workshop from Peer Productions Y6 Transition Workshop Y6 Activities Week Y6 End of Year Production and also Graduation Assembly Y6 Enterprise Challenge Well-being week Big Celebration Assembly Grooveline – children learning instruments show cased their skills in whole school assembly. PRIDE tea party with the Mayor										
Quality First Teaching provides effective differentiation to support PP children and appropriate interventions are delivered	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. Delight Project Impact 2025 Y4 then Y3 Percentage of tracked children eligible for Pupil Premium who showed:¹ <table border="1"> <thead> <tr> <th>Area of Improvement</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Increased social and emotional wellbeing</td> <td>100%</td> </tr> <tr> <td>Increased learning engagement</td> <td>50%</td> </tr> <tr> <td>Increased creative development</td> <td>100%</td> </tr> <tr> <td>Increase in parent engagement</td> <td>50%</td> </tr> </tbody> </table>	Area of Improvement	Percentage	Increased social and emotional wellbeing	100%	Increased learning engagement	50%	Increased creative development	100%	Increase in parent engagement	50%
Area of Improvement	Percentage										
Increased social and emotional wellbeing	100%										
Increased learning engagement	50%										
Increased creative development	100%										
Increase in parent engagement	50%										



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 including Ruth Miskin School portal subscription	EEF documents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics RWI provide high-quality resources and structured support to promote sounds for reading and writing.	1 3 4 5 6 7
Embed Cracking Comprehension further to support reading	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	1 5 7

comprehension skills	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	
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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Adaptations and support to up-skill staff in order to ensure co-operative learning and children that are ready and able to learn. Writing strategies will up-skill staff to give Quality First Teaching and quality interventions as staff confidence and skills will be improved.	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, SHINE Maths, Talk Boost, Colourful Semantics, Lego Therapy Now Press Play RWI etc	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 Structured interventions that support the development of specific needs within a subject e.g. division, inference, vocab, speech and language.	1 3 4 5 6 7

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 developed are essential for good outcomes throughout school and in their adult life. 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.	2 3 4 5 7
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.

Exter

EYFS PP	
3 year average	43%
2026	3/9 33%
2025	4/7 57%
2024	2/5 40%

MTC 18+ points	
3 year average	65%
2026	12/15 80%
2025	14/20 70%
2024	6/13 46%

Y1 phonics PP	
3 year average	65%
2026	3/7 43%
2025	3/4 75%
2024	7/9 78%

KS2 Writing		
3 year average	50%	
2026	5/13 38%	TBC
2025	60%	59%
2024	52%	58%

Y2 phonics PP	
3 year average	71%
2026	4/6 67%
2025	10/14 71%
2024	12/16 75%

KS2 SATS data	Reading	Writing	Maths	Combined RWM	GPS
Summer 2026					
Expected +	68% (41/60)	73% (44/60)	73% (44/60)	67% (40/60)	67% (40/60)
National	75%	73%	75%	63%	74%
PP	38% 5/13	38% 5/13	38% 5/13	31% 4/13	31% 4/13

2024 – combined 38% (National 46%) “Close to average”

2025 - combined 42% (National 47%) “Close to average”

2026 – 5/13 combined 38% (National unknown)

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