



Pupil premium strategy statement – West Park CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	763
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	OCTOBER 2025
Date on which it will be reviewed	July 25/26/27
Statement authorised by	Caitriona Bull
Pupil premium lead	Nina Craig
Governor lead	Juliette Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year inc FSM ev6 and PP+	£147,670.00
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£147,670.00

Part A: Pupil premium strategy plan

Statement of intent

West Park CE Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind and every child should achieve their potential.. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We are determined to ensure that all of our pupils are given every opportunity to realise their potential and are ready for their next stage of learning.

Background

Pupil Premium funding is a government initiative that targets additional support for pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government has used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (CLA) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching, consistently using strategies with evidence based impact on learning
- Concentrate our spending on achieving the highest possible standards in English and Mathematics and reducing the gap between outcomes of disadvantaged learners and their peers. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Place the highest importance on the breadth of the curriculum; pupils must access the very broadest opportunities
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate pastoral support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

How we will measure the impact of the pupil premium:

- Tracking of progress, attainment and attendance of individual children and groups against learning objectives in lessons and interventions and National Curriculum expectations in line with school Assessment Policy.
- Setting of attainment and attendance targets reviewed termly.
- Shadow analysis of current against historical data to identify trends and anomalies.
- Capturing 'Pupil Voice' as part of year group monitoring activities, giving a clear picture of the learning experience for children.
- Engagement with and completion of homework (5X weekly reading, spelling and time-tables practice)
- Attendance at extra-curricular activities.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have below National Average attainment at the end of KS2 in statutory assessments; disadvantaged learners attainment below that of peers.
2	Early language development and understanding of numbers is an issue for a number of pupils on entry.
3	<p>Attendance: Disadvantaged pupils have average lower attendance, higher levels of unauthorised and persistent absence. Quality First Teaching, academic and social interventions will not have an impact if the child is not present. Interrupted learning compounds the children's perceptions of themselves as learners and adds challenges socially.</p> <p>In 2023-4, absence for disadvantaged pupils was 10.3 % compared with National (all pupils 3.9%) and persistent absence 34.2% compared with National (all pupils) 16.2%. In all year groups, except Y5, the absence rate for disadvantaged pupils is twice that of the rest of the cohort. Unauthorised absence rate was 3.7% compared with National (all pupils) 1.6%.</p>
4	Multiple disadvantage: 2023-24: 39.2% (38/97) of disadvantaged pupils have a SEN provision. The degree of overlap of disadvantage varies across the school, ranging from 14% to 46%.
5	A number of disadvantaged pupils have negative perceptions of themselves as learners. This increases the incidence of negative behaviours. Behaviour records 2023-4 show that 17% incidents logged under 'behaviour' were for disadvantaged students. This is equivalent to 1.4 times the proportion of disadvantaged students in the school. For 'Immediate' incidents logged, 21% were for disadvantaged students. This is twice the proportion of children in the school.
6	Social isolation, and pockets of disadvantage within areas of relative affluence, are issues. Low mobility and coastal isolation are issues that may impact. 2023-24 intake has the largest group of disadvantaged children across the school (21 children, 22% across school). This reflects the changing socio-economic profile of the school catchment in a time of national austerity. Early identification increases the opportunities for support throughout school.
7	Some families find it more difficult to build positive relationships with school.

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
improved reading, writing and maths attainment among disadvantaged pupils at KS2 2026/26	<p>KS2 outcomes improve and by 2026/27 the gap between WPS disadvantaged and National non-disadvantaged significantly narrowed or eliminated.</p> <p>As cohort numbers vary across the school some groups are very small which has a disproportionate impact on data as do the degree of multiple disadvantage with SEN. Analysis to ensure cohort size and/or multiple disadvantage do not skew overall outcomes- breakdown of groups within disadvantaged to be tracked and monitored to ensure all pupils make at least expected progress and gap narrowed.</p> <p>Disadvantaged pupils have made at least expected progress from their individual starting points.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> ➤ the overall absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being not more than 1.5% <p>the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 7% lower than their peers</p> <p>Over the duration of the plan maintain and build on improved attendance, by 2026/7 disadvantaged attendance gap not more than 1%. PA further reduced to no more than 3% lower than their peers.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 through to 2026/7 demonstrated by:</p> <ul style="list-style-type: none"> ➤ qualitative data from pupil voice, pupil and parent surveys and teacher observations, Pastoral Lead monitoring and reports <p>significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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: £94,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Quality First Teaching: Teaching staff and LSA/SSA training <i>Carefully consider and adapt learning, planning, resourcing and support prior to the lesson and adjust teaching strategies during the lesson to ensure all pupils know more and remember more. To continue to ensure that disadvantaged pupils and pupils with SEN achieve the best possible outcomes.</i> <i>Continue to develop and explore a range of strategies to present learning to pupils so all pupils achieve intended outcomes.</i></p>	<p>Ordinarily Available Inclusive Practice WSCC Guide (OAIP), EEF Deployment of teaching Assistants Guidance report</p>	<p>1,2,5</p>
<p>Parental engagement: Parents are invited into class each ½ term to join in with learning. Parents have regular opportunities to join in with learning and celebrate achievement. Parents have a clear understanding of how their child learns so they can support their child’s learning.</p>	<p>EEF : Parental Engagement <i>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year.</i> <i>Disadvantaged pupils are less likely to have access to a space to conduct home learning, or to formal and informal learning activities outside of school. This may make it more difficult for some disadvantaged pupils to learn outside of school. This might explain why attainment levels regress during the summer holidays for some disadvantaged pupils. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate</i></p>	<p>1,2,5,7</p>

	<i>this risk, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</i>	
<p>Oral language intervention: continue explicit ‘book talk’ activities planned class weekly library sessions: sharing books/ hearing readers, discussion vocabulary and comprehension, supporting AR quiz completion</p>	The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.	2,7
<p>Speech and language intervention: Speech and Language Link bundle (Infant and Junior) Screening to pinpoint areas of needs, informing targeted intervention Outcomes tracked and monitored for impact.</p>	Resource: providing evidence based interventions, standardised screening assessments and training in the use of these tools. Used widely and currently EEF trial involving 170 schools (4600 pupils) as part of the Department for Education’s Accelerator Fund, commissioned as a programme that shows promise for increasing pupil attainment. Evaluation report will be published in Summer 2025.	cost of intervention £850 pa budgeted 2,1,4,5
<p>Reading: Accelerated Reader Continued provision of p/t librarian to ensure reading resources are easily accessible. Librarian also talks to children about their reading choices and guides to quality text, promoting love of reading through displays and the wider environment. Support for new staff- English leads trained in using the programme cascade to new staff or those who have changed key stage. New reading stock reviewed so that the texts are up to date and labelled with ZPD codes</p>	<p>Accelerated Reader is one of the most heavily researched reading programs in the world. It has earned high ratings and endorsements from multiple researchers and education organisations:</p> <ul style="list-style-type: none"> ● Accelerated Reader meets the Every Student Succeeds Act (ESSA) requirements for strong evidence ● The Promising Practices Network gave Accelerated Reader a “proven program” rating ● The National Dropout Prevention Center (NDPC) rates Accelerated Reader a “model program” with “strong evidence” ● The Council of Administrators of Special Education (CASE) endorses Accelerated Reader <p>EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	1, 5 Budgeted cost of librarian £4217.40

<p>Phonics: Ongoing access RWI portal to support staff knowledge and for online capture of assessments</p> <p>Follow up training for 4X Y1 ECT, new to school teaching and support staff through 1:1 or group CPD and MITA sessions</p> <p>Additional 1:1 support with staff on needs basis</p> <p>Resources: top up packs/ resources for PP LSAs</p>	<p>Read Write Inc. is the UK's leading synthetic phonics programme with the most bespoke phonics professional development. Read Write Inc. is for children from Reception to Year 4, and children with SEND in older year groups.</p> <p>Lessons learned published following EEF project: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Professor Becky Francis, EEF chief executive, said "robust evidence suggests that high-quality, structured phonics teaching can boost young pupils' literacy development, when they are implemented carefully and as part of a wider literacy offering.</p>	<p>1, 2</p> <p>additional resources included in overall budget</p>
<p>Reading: English lead completing Reading Fluency training with the Cornerstone English Hub.</p> <p>Focus on LKS2 to help children move from phonics in KS1 to read and access texts fluently as they move into KS2.</p>	<p>EEF Improving Literacy in Key Stage 2- report: <i>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</i></p>	<p>1, 2</p>
<p>Recruitment: LSA's funded from the Pupil Premium: 1.5fte staff across school Providing targeted in class support with immediate feedback to address errors/ misconceptions and move learning forward. Out of class pre teaching/ overlearning/ gap filling intervention. Developing positive relationships with the children and championing them as learners.</p>	<p>EEF Teaching and learning toolkit: Feedback- <i>Providing feedback is well-evidenced and has a high impact on learning outcomes.</i></p> <p>One to One tuition: <i>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i> <i>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i></p>	<p>1,2,3,5,7 PP funded LSA salaries Budgeted</p>

<p>Recruitment: Behaviour and Emotional Support Team (BEST): 2fte LSA providing support across the week including breaktimes beyond the classroom</p> <p>BEST availability means that children exhibiting ‘big’, unsafe behaviours, and needing support regulating feelings that cannot be managed effectively in the classroom setting have targeted support, space and expert guidance to regulate, reflect and repair. Learning in the classroom can continue safely with minimal disruption for the other pupils. BEST team are key part of systems for children including use of weekly records and home communication.</p>	<p>EEF: Improving Behaviour in Schools: <i>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. In recent data, the suspension rate for pupils eligible for Free School Meals was more than four times higher than for their peers, while permanent exclusion rates were around five times higher.</i> <i>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches.</i> Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	<p>BEST LSA salaries budgeted</p>
<p>Writing: The Write Stuff Model and team teaching by English subject leads to support staff new to the school and those who move key stages who are not familiar with the approach to ensure consistency across the school. Monitoring of model in action built in to subject and HoY monitoring calendar. Evidence triangulated with children’s’ books and planning. Feedback provided and actions taken as a result reviewed.</p> <p>Drawing Club Model and team teaching by English Subject Leaders to support staff in Reception and Year 1 in using this approach for developing mark making to sentence writing. Additional online CPD provided for relevant staff.</p>	<p>The Write Stuff approach is research informed and practically applies evidence into effective best bets for improving writing outcomes, The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. This aligns with Rosenshine’s Principles.</p> <p>The Drawing Club immerses children in the world of stories. It shares and develops ambitious vocabulary providing children with the opportunity to draw and orally</p>	<p>1.2.3</p>

<p>GDS/ opportunities for higher attainers:</p> <ul style="list-style-type: none"> ● identifying pupils ● planning opportunities/ adaptations ● moderating judgements <p>Teaching of editing skills as part of the writing process/ application of grammar, punctuation and spelling:</p> <ul style="list-style-type: none"> ● training ● team teaching ● monitoring <p>CPD: whole school training on the next steps for this approach in response to 'Write Way Forward' work in locality. Modelled teaching to support ECT's and staff new to school with this approach to teaching writing.</p>	<p>tell stories before applying their early phonics knowledge to write story codes, words, phrases and sentences.</p> <p>This year areas of focus informed by the 'Write Way Forward' initiative (West Sussex) working collaboratively with other schools to raise writing attainment (led by expert consultant Debbie Thomas) and 'Writing for Pleasure Centre'- Felicity Ferguson and Ross Young. Development work is also informed by the publication of the DfE Writing Framework (July 2025).</p>	
<p>Maths: West Park CE Primary are excited to be working with the Sussex Maths Hub. This new partnership will enable us to work closely with Maths specialists across the region to further strengthen the teaching and learning of Mathematics in our school. Through the Sussex Maths Hub, our staff will benefit from high-quality professional development (CPD).</p> <p>By collaborating with other schools and experts, we are committed to deepening children's understanding of maths, building their confidence, and nurturing a lifelong love of the subject. This is a fantastic opportunity for us to enrich our Maths provision and continue to provide the very best education for every child at West Park.</p>	<p>EEF Improving Mathematics guidance documents for EYFS/KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths and KS2/3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>'Quick retrieval of number facts is important for success in mathematics.'</p> <p><i>Fluency Bee</i> is a structured teaching programme designed to give children confidence with numbers through varied</p>	<p>1,3</p> <p>Fluency Bee £144 per year additional devices to deliver programme</p>

<p>Ongoing monitoring/ feedback by maths leads with focus on adaptation identifying areas of strong provision and areas needing support</p> <p>Assessment outcomes recorded consistently and centrally, gap analysis of individual outcomes, groups and cohorts to inform provision term on term.</p> <p>Whole school initiative- Maths Buddies- pairing children who are confident with those less so in lessons</p> <p>Children provided with printed resources from National Numeracy to provide additional activities reinforcing learning in school at home.</p> <p>Daily Arithmetic sessions in addition to maths lessons, including use of Fluency Bee.</p> <p>Same day adaptation- pick up of misconceptions as they arise at point of error</p> <p>Profile of strategies used to problem solve raised through displays in classrooms and public areas of the school.</p> <p>Key improvement area: Statutory outcomes 2026</p>	<p>and frequent practice. It's an easy way to build number sense and develop a range of core skills in maths.'</p>	
<p>Multiplication check:</p> <p>Explicit times tables teaching monitoring across school:</p> <p>Monthly learning walks focusing on provision, pitch and pace</p> <p>Engagement with TT Rockstars platform- disadvantaged children without access to tech at home to be provided with additional opportunities in school</p>		
<p>Curriculum:</p> <p>Continue to ensure our curriculum is rich and children's skills, knowledge and understanding develop over time.</p> <p>Continue developing further monitoring and effective feedback</p>	<p>'Before providing feedback, teachers should provide high quality instruction'</p> <p>EEF report Teacher Feedback to improve pupil learning</p>	<p>1,2,3,7</p> <p>1.5 days per year for each subject leader-</p>

<p>Subject leaders developing further our full curriculum to ensure learning is 'sticky' (spaced learning) and so remembered rather than encountered, has consistently high expectations of disadvantaged learners and the pupils can articulate their learning.</p> <p>Aligns with whole school focus on Quality First Teaching</p> <p>Hosting locality subject leader network meetings to include secondary school colleagues</p>		<p>monitoring time within teaching day to ensure live learning is monitored and pupil voice captured as well as planning/ books monitored</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £36,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics groups provided by PP funded LSAs: Y1 and Y2- overlearning daily phonics</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Oral Language intervention: EYFS: Boromi</p>	<p>Boromi is an award-winning community of non-profit Play Libraries on a shared mission to empower every parent to support and nurture the early development of their child</p>	<p>1,2,6</p>

<p>Continued provision of free Play Bags for families to borrow, take home and enjoy together, encouraging structured talk at home and providing resources, without cost, to families they would not otherwise have access to.</p>	<p>through powerful, purposeful play together at home, where it matters most. Impact report: https://static1.squarespace.com/static/5b01bd95d274cb14608731c4/t/624a84f109e90944fb4b4fd5/1649050877648/2019-21+Boromi+Impact+Report.pdf</p>	<p>cost of scheme budgeted</p>
<p>Pre teaching and misconception pick up sessions (delivered by LSA, targeting disadvantaged pupils on an evidence based needs basis reviewed termly)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups Pre teaching engenders confidence and ensures a firm foundation on which to build in lessons</p> <p>Teaching Assistant Interventions EEF Teaching and Learning Toolkit EEF SEN in Mainstream Schools</p>	<p>1,3,7</p>
<p>Additional LSA support in English/ daily arithmetic and Maths lessons targeting disadvantaged children who are not yet on track to meet age related expectations. Providing targeted lesson starters for disadvantaged pupils. Recapping teacher instruction, modelling and providing scaffolding that is reduced with growing confidence (following Rosenshines' Principles)</p>	<p>1.5X LSA funded for additional support timetabled based on evidence of need. Evidence of impact in children's books and outcomes of ongoing assessments.</p> <p>EEF's guidance report on Metacognition and Self-regulation EEF's guidance report on Special Educational Needs in Mainstream Schools Toolkit strand\ Education Endowment Foundation\ EEF</p>	<p>1</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: Continuing to develop what and how information is shared with parents to improve attendance</p> <p>Team (Inclusion Lead/ Pastoral Lead/ Attendance Officer)</p> <p>Communication with parents: Half termly report shared with parents Standard letters reviewed and updated. Celebration of 100% attendance Inclusion Lead/ Pastoral Manager/ Attendance Officer continue to build relationships with families of children with low attendance or inconsistent punctuality</p>	<p>The British Psychological Society report: School attendance, exclusion and persistent absence</p> <p>Having a regular and consistent point of contact and support in school that is readily available and has high expectations for the children is crucial for both children and families.</p> <p>Sharing what the children are missing out on rather than just % attendance can help parents understand the importance of regular attendance.</p>	4
<p>Provision of resources for Rainbow Hut (outside Pastoral space on KS2 playground)</p> <p>Providing guided physical activity other than playground games for children</p> <p>Key staff oversee this provision at break times</p>	<p>EEF Improving behaviour in schools guidance</p> <p>“Many problems—or behaviours—that affect wellbeing do not require lengthy or complex interventions involving consultations, workshops, training, or support’³⁴</p> <p>Dennis Embry and Anthony Biglan, 2008</p>	3,4,5

<p>Mental Health First Aider- continue to offer the support for staff at all levels as needed in addition to termly wellbeing meetings.</p>	<p>Anna Freud National Centre for Children and Families: We must do more to support school leaders, teachers and other school staff to ensure that their mental health and wellbeing is prioritised. If we don't recognise the importance of this we will fail not only staff, but the children and young people they support. (Ten steps towards school staff wellbeing, Dec 2018) The Department of Education has acknowledged the challenge many schools face in their Teacher Recruitment and Retention Strategy: We will help to create the wider conditions in which teachers can focus on teaching – working with head teachers to create a clear and supportive system that allows them to provide a positive school culture to attract, retain and nurture their staff. (DfE, Jan 2019) In March 2019, the <u>Health and Safety Executive</u> published <u>Tackling work-related stress using the Management Standards approach</u>. This puts a legal duty on employers to protect employees from stress at work by completing a stress risk assessment and acting upon it.</p>	<p>All Pastoral Manager salary budgeted for</p>
<p>Enrichment and inclusion: Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences Provide opportunities for all pupils to participate in enrichment activities including sport and music.</p>	<p>EEF Life Skills and Enrichment Toolkit: Arts Participation Physical Activity: Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>3,4,5,6 50% curriculum trips/ visits/ experiences for children attracting PPG budgeted. On case by case basis up to 100% can be provided. Y6 residential- 50% funding for children allocated</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all areas
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Total budgeted cost: £147,670

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact 2024-25
<p>improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>NELI programme was replaced with language Link intervention in 2024-25 Individual children with SALT identified need had specific interventions. Language Link: Summer term 8X 15 mins 1:1 sessions provided for 10 children, 5 of which disadvantaged</p> <p>Outcomes*: Graded effective- 7/10 all children, 3/5 disadvantaged by SENCo <i>*this does not provide quantitative assessment data for this cohort</i></p> <p>Provision continues into Y1.</p>
<p>improved reading attainment among disadvantaged pupils at KS2</p>	<p>SATS 2025: Reading outcomes 69%, with 13% at a higher standard. The gap reduced to 13% (National gap 18%). No progress measures for this cohort due to the pandemic. Multiple disadvantage: 2/16 pupils SEND 79% of pupils with no SEND met the expected standard.</p> <p>Looking ahead to 2025-26 cohort- shadow analysis indicates that these outcomes and gap reductions will be maintained.</p>

<p>improved writing attainment among disadvantaged pupils at KS2</p>	<p>KS2 writing: 88% met the expected standard. No gap between these children and non-disadvantaged.</p> <p>Looking ahead- The writing outcomes for the 2025-26 cohort are lower. Outcomes impacted by multiple disadvantage with 7/18 children SEND. Analysis of outcomes for children who are not SEND indicate that there will be no gap between them and their peers.</p>																	
<p>to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Celebration and enrichment:</p> <p>Every term children across the school who are our ‘Unsung Heroes’ are recognised and celebrated. In 2024/25, 16 pupils nominated as Unsung Heroes were disadvantaged. This is 19% of the group and significantly larger than the proportion of the school nominated.</p> <p>Disadvantaged children have access to enrichment with between 33% and 42% of this group attending at least one club every week in 2024/25. Nearly half of these children attend two or more clubs each week. Support is given to families if the booking systems in school are a barrier to access.</p>																	
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>2024/25:</p> <table border="1" data-bbox="443 903 976 1289"> <thead> <tr> <th></th> <th>Disadv</th> <th>National non-disadv</th> </tr> </thead> <tbody> <tr> <td>Overall abs</td> <td>9.9%</td> <td>4.2%</td> </tr> <tr> <td>Persistent Absence</td> <td>33.7%</td> <td>10.3%</td> </tr> <tr> <td>Authorised Absence</td> <td>6.8%</td> <td>3.2%</td> </tr> <tr> <td>Unauthorised absence</td> <td>3.1%</td> <td>1.0%</td> </tr> </tbody> </table>		Disadv	National non-disadv	Overall abs	9.9%	4.2%	Persistent Absence	33.7%	10.3%	Authorised Absence	6.8%	3.2%	Unauthorised absence	3.1%	1.0%	<p>Overall absence has reduced Persistent absence has reduced further</p> <p>PP lead and Attendance team continue to work together to improve attendance and reduce the proportion of this group who are persistently absent. Insight software provides clear reports and letters to parents enabling efficient tracking and communication systems.</p>	
	Disadv	National non-disadv																
Overall abs	9.9%	4.2%																
Persistent Absence	33.7%	10.3%																
Authorised Absence	6.8%	3.2%																
Unauthorised absence	3.1%	1.0%																

School Data 2025

EYFS

(16 children)

	WPS disadv	National non-disadv
GLD	19%	72.5%

Multiple disadvantage:

9/16 pupils also SEND.

2/3 of group are summer born.

Outcomes for non-SEND pupils show that writing was the limiting area for children achieving GLD.

This is cohort specific and does not represent a trend. Outcomes have informed Y1 provision, including continuation of child initiated outdoor learning space and use of drawing club.

This has also informed provision of EYFS in 2025/26 to maximise opportunities for fine motor, early mark making and writing.

KS1 (non- statutory)

(11 children)

No statutory reporting of KS1 data in 2025.

In school outcomes:

% of pupils ARE or higher			
	Disadv	Not Disadv	National (Insight)
Reading	91%	90%	72%

Writing	73%	88%	64%
Maths	73%	86%	73%
RWM	64%	82%	59%

Outcomes for disadvantaged children increased in all areas.

There is no gap in reading. This shows the continued impact of phonics provision.

In writing and maths the gap is 1-2 children equivalent.

Progress measures from Y1 for this cohort show accelerated progress for 3/11 children in all areas.

Phonics

	% of pupils met	
	Disadvantaged	Not Disadvantaged
Y1	63%	83%
By end Y2	100%	98%

Outcomes for disadvantaged children are in line with National averages.

No disadvantaged children moved from KS1 to KS2 having not met the threshold.

Outcomes show that the improvements evident last year have been maintained. This cohort is larger with greater proportion of SEND (10/24).

MTC

(14 children)

42.9% (6/14) children scored 25- an increase of 32.4%

71.4% children scored 20+ - an increase of 29.4%

Outcomes reflect the consistent approach across the cohort, provision of tech to ensure access for all and the effective use of gap analysis to pinpoint provision.

KS2

(16 children)

		% of pupils ARE or higher	
		Disadvantaged	Not Disadvantaged
Reading	SAT Scaled Score	69%	82%
Writing	SAT TA	88%	83%
Maths	SAT Scaled Score	44%	75%
GPS	SAT Scaled Score	69%	82%
RWM		38%	67%

Outcomes are improved in all areas.

In reading and writing, the outcomes are greater than National averages.

69% of the group were girls- nationally girl's maths outcomes are lower than boys. Analysis of outcomes show that there were 4 girls who had scaled scores of 98 or 99.

Maths continues to be a school focus for development.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.