



Pupil Premium 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	Westwood Park CP
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	5.12.25
Date on which it will be reviewed	01.07.26
Statement authorised by	Mrs Sara Walker Head Teacher Mrs Mandy Knipe (Deputy Head)
Pupil premium lead	Mrs Sara Walker Head Teacher Mrs Mandy Knipe (Deputy Head)
Chair of Governors	Miss Catherine Collier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Early Years/Universal FSM/High Needs Top Up/Estimated Extended Hours Nursery Funding	£35,306
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	£250,161

Part A: Pupil premium strategy plan

Statement of Intent

Our Pupil Premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. The school will use the funding to support the children who face these additional challenges.

We recognise that not all pupils eligible for Pupil Premium funding will have lower attainment than their peers and we should not equate disadvantage with low ability. In such cases the funding will be used to help improve progress and attainment so that pupils reach their full potential.

Attendance at school is a key priority for all pupils.

We use the funding on a three-tiered approach. Firstly, an insistence on quality first teaching. Second, targeted academic support. Third, the wider strategies which enhance children's learning.

We recognise that selecting well-chosen and specific targets will make best use of the funding.

Staff are keen to embrace research and training to identify the best possible interventions and support to ensure that pupils thrive in all areas.

Challenges

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

Challenge number	Detail of challenge
1	<p>Deprivation indicator 0.31, Acorn data demonstrates that 92% of our families are considered to be categorised as falling into the Financially Stretched/Urban Adversity categories. This creates an achievement challenge for our pupils e.g. lack of cultural capital/additional experiences.</p> <p>EEF finds “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils.</p>
2	<p>Assessments at the end of KS2 indicate that attainment is lower for PP, girls and SEND overall (SEND is higher than LA and national).</p> <p>75% of SEND are also PP.</p> <p>We had no SATs data markers in 2025 but we recognise the need to reach national averages across the board at KS2.</p> <p>Foundational Maths skills at KS2.</p>
3	<p>Language and vocabulary acquisition. (Wellcomm/NFER tests/SALT reports/RWI).</p> <p>Oral language skills.</p>
4	<p>Readiness to learn – independence, self-care, social skills, communication and language, resilience, emotional security (Baseline Assessments/External agencies/Parental Voice).</p>
5	<p>Maximise attendance – although there has been improvement.</p>

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
Challenge 1 - Deprivation Rapid progress and improved attainment for our disadvantaged and vulnerable pupils	We narrow the gaps for disadvantaged pupils. Pupils will make accelerated progress from their starting points. Attainment for disadvantaged pupils will be at least in line with others nationally.
Challenge 2 – Assessments	Pupil Premium data for KS1 and KS2 will show comparably to that of non-Pupil Premium pupils and individual gaps in performance will have been narrowed.
Challenge 3 – Language and vocabulary acquisition	Robust strategies for teaching vocabulary and modelling language use in the classroom will impact on pupil attainment. Development of oracy.
Challenge 4 – School readiness	School will identify and track vulnerable children and families. Barriers for school readiness will be identified and steps made to address them. Parents and families with additional needs will be signposted to internal and external support.
Challenge 5 - Attendance	Disadvantaged pupil’s attendance to increase and be in line with local and national targets. A decrease in the overall absence rate for all pupils identified as persistent absentees.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,996

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2026
Quality First Teaching Read Write Inc 1:1s Interventions CPD for Staff Development Days 1:1 Tuition TA Deployment Ready Steady Write Ready Steady Read	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>The EEF Guide to the Pupil Premium ‘Menu of approaches’: evidence brief and supporting resources</p>	1, 2, 3, 4	
Attainment. Good acquisition of language and vocabulary Educational Psychologist LA Gold Package Counsellor x 1 day per week Kick Start WELCOMM programmes in EYFS Oracy focus in SDP. SALT programme. CPD for Staff- English action plan	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas.</p> <p>Interventions should be carefully linked to classroom teaching and matched to individual pupils’ specific needs, while not inhibiting their access to the wider curriculum</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	1, 2, 3, 4	

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

Budgeted cost: £40,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2026
Use of post teaching interventions TAs deployed to provide interventions Precision teaching – Maths basic skills, handwriting	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1, 2	

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

Budgeted cost: £133,565

Activity	Evidence that supports this approach	Challenge number(s) addressed	Half yearly review – March 2026
Computing Development - new set of ipads for EYFS. Training for staff.	‘Technology should be used to supplement, rather than replace, other teaching activities and interactions.’ EEF	1, 2,3,	
Attendance (Family Liaison Officer/ Education Welfare Officer Walking Bus)	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-	4, 5	

	<p>Premium-resource-evidence-brief.pdf?v=1695997833</p> <p>‘Absences and Attainment’ DFE</p> <p>Clear link between poor attendance and poor academic attainment</p>		
<p>Working with families (FLO/ Kick Start/ EP/ SENDCo/ EWO)</p> <p>Leading Parent Partnership. School of Sanctuary Award.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	1, 4, 5	
<p>Cultural Capital/Educational Visits subsidy (Including music provision, PE provision, trips and visits/visitors)</p>	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	1, 4, 5	
<p>School Readiness and Wellbeing</p> <p>(Including: Kick Start, Counsellor, Jigsaw, Liaison with PRU/PIT, Springwood Outreach)</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	4, 5	

Total budgeted cost: £250,161

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 2024 to 2025 academic year.

EYFS GLD was 63% this year (LA 63% and NA 68%) KS1 Data was strong. Y1 phonics was 79% (NA 80%). KS2 Data was below National Averages and remains our priority.

Although much improved, 94.5%, school absence is still detrimental to our disadvantaged pupils.

Through purposeful and targeted support, pupil behaviour, wellbeing and mental health are well supported and our 2022 Ofsted upheld this. We have strengthened this since with the renewal of our Leading Parent Partnership Award and our new School of Sanctuary Award. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

We are building on that approach with the activities detailed in this plan.

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
Speech, Language and Communication	WELCOMM,
Phonics	Read, Write, Inc
English	Ready. Steady. Write Ready, Steady Read Together
Maths	White Rose Maths, Time Tables Rockstars, My Maths
Computing	Purple Mash
EYFS	Tapestry
PSHCE	Jigsaw

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A