Pupil premium strategy statement

This statement details our school's use of pupil 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 (2026 to 2027) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westwood First School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	17.6% (42 chn)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/26 to 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs A Johnson, Headteacher
Pupil premium lead	Mrs A Johnson, Headteacher
Governor / Trustee lead	Mrs S Coleman, Pupil Premium governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,456
Recovery premium funding allocation this academic year	£
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	£ N/A

Part A: Pupil premium strategy plan

Statement of intent

At Westwood First School we are committed to ensuring that every pupil, regardless of their background or starting point, has the opportunity to achieve, belong and thrive to be the Best they can Be. We recognise that pupils eligible for Pupil Premium funding may face a range of barriers to learning and participation, and we are determined to remove these barriers through high-quality teaching, targeted academic support and wider strategies that promote attendance, well-being and inclusion. This reflects Ofsted's strengthened focus on inclusion, achievement and the outcomes of disadvantaged pupils within the Education Inspection Framework and report card measures.

Our strategy is founded on the principle that disadvantage should never limit aspiration, achievement or opportunity. We use evidence-informed approaches to ensure that Pupil Premium funding has the greatest possible impact on pupils' academic progress, personal development and future life chances. We carefully identify and address barriers to learning, while maintaining high expectations for all pupils and providing equitable access to the full curriculum and wider school experiences.

Through strong leadership, rigorous evaluation and a culture of inclusion, we aim to ensure that disadvantaged pupils:

- Achieve well and make strong progress from their individual starting points.
- Attend regularly and engage positively in school life.
- Develop confidence, resilience and positive attitudes to learning.
- Access a broad and ambitious curriculum that prepares them for future success.
- Feel safe, valued and fully included within the school community.
- Benefit from effective support that enables them to overcome social, emotional and academic barriers.

The impact of our Pupil Premium strategy is monitored through a range of measures, including attainment and progress outcomes, attendance, behaviour, participation in enrichment opportunities and pupil voice. We review our provision regularly to ensure that resources are directed where they have the greatest effect and that disadvantaged pupils are achieving as well as possible across all aspects of school life. This aligns closely with Ofsted's expectations that schools demonstrate how effectively they support disadvantaged pupils and promote inclusion for all.

Our ultimate aim is to ensure that disadvantaged pupils leave Westwood First as confident, successful and well-rounded young people, equipped with the knowledge, skills and character needed to flourish in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that many of our pupil premium children, across the age groups, have poor oral language skills and gaps in vocabulary. This limited understanding of vocabulary has a detrimental impact on their progress across the curriculum, especially in writing.
2	An increase in Social, Emotional and Mental Health (SEMH) needs including low self-esteem and confidence, anxiety and emotional regulation difficulties, challenges with resilience and self-regulation and wellbeing concerns that affect engagement with learning.
3	Information from assessments, including our internal data, shows that many of our pupil premium children have poor writing and maths skills on entry and their attainment in these areas across the age groups is generally lower than that of non-pupil premium pupils.
4	Absence levels due to illness were still high, plus an increase in term-time holidays. Whilst we were able to close some gaps in learning, some gaps still remain. There is also a need for more support with social and emotional needs. Additionally, many pupils have little access to enrichment activities outside of school, especially as there are now additional challenges for families due to the increased cost of living.

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
Disadvantaged pupils demonstrate improved oral language skills, vocabulary acquisition and communication skills across the curriculum. Pupils confidently articulate their ideas, use a wider vocabulary in speaking and writing, and are better able to access age-related learning. Improved oral language contributes to stronger outcomes in reading comprehension and writing.	• Lesson observations and pupil voice demonstrate increased confidence in speaking, listening and articulating ideas. • Disadvantaged pupils use a wider and more ambitious vocabulary in both spoken and written work. • Progress measures show improvement in communication and language skills across year groups. • Reading comprehension outcomes improve for disadvantaged pupils. • Writing assessments demonstrate improved use of subject-specific and tiered vocabulary. • The proportion of disadvantaged pupils achieving age-related expectations in reading and writing increases.

Disadvantaged pupils show improved emotional wellbeing, resilience and self-regulation. Pupils are able to engage positively in learning, demonstrate increased confidence and self-esteem, and access appropriate support when required. A consistent restorative, attachment-aware and trauma-informed approach leads to improved relationships, behaviour for learning and a stronger sense of belonging.	• Pupil voice surveys indicate improved wellbeing, confidence and sense of belonging. • Behaviour records show a reduction in incidents of dysregulation, conflict and behaviour referrals among disadvantaged pupils. • Staff report increased use of self-regulation strategies by pupils. • Pupils demonstrate improved engagement and readiness to learn in lessons. • Restorative and trauma-informed approaches are consistently evident across the school.
Attainment and progress in writing and mathematics improve for disadvantaged pupils across all year groups. Gaps between disadvantaged pupils and their peers diminish over time, with increasing numbers of pupils achieving age-related expectations and greater depth where appropriate. High-quality teaching and targeted interventions ensure pupils make progress from their individual starting points.	• An increasing proportion of disadvantaged pupils achieve age-related expectations in writing and mathematics. • More disadvantaged pupils achieve greater depth where appropriate. • Internal and statutory assessment data demonstrate good progress from individual starting points. • The attainment gap between disadvantaged pupils and their peers narrows over time. • Targeted interventions demonstrate positive impact through entry and exit assessment data. • Disadvantaged pupils are well prepared for transition to the next year group or phase of education.
Attendance rates for disadvantaged pupils improve and persistent absence reduces. Pupils engage more consistently in learning and benefit from increased opportunities to participate in enrichment activities, educational visits, clubs and wider experiences. Improved attendance, engagement and cultural capital contribute to better academic outcomes, wellbeing and aspirations.	• Attendance of disadvantaged pupils is in line with or improving towards whole-school targets. • Persistent absence among disadvantaged pupils decreases year-on-year. • Pupils engage more consistently in learning as evidenced by lesson observations and pupil voice. • Increased participation in clubs, educational visits and extra-curricular activities by disadvantaged pupils. • Families engage positively with attendance support and school initiatives. • Improved attendance correlates with stronger academic progress and wellbeing outcomes.
Disadvantaged pupils access a wide range of enrichment opportunities and curriculum experiences that broaden their vocabulary, cultural capital and aspirations. As a result, pupils demonstrate improved wellbeing, engagement and confidence, enabling them to participate fully in school life and learning.	• All disadvantaged pupils participate in a range of enrichment activities, visits and wider curriculum opportunities during the academic year. • Pupil voice demonstrates increased aspirations, confidence and awareness of future possibilities. • Pupils can draw upon a broader range of experiences and vocabulary in their learning. • Increased participation in leadership opportunities, performances, competitions and community events. • Staff observations indicate improved engagement and enthusiasm for learning. • Disadvantaged pupils report feeling included and represented in the wider life of the school.
For school and families to work together to support disadvantaged children in getting to	• Attendance of disadvantaged pupils is sustained at **95% or above** by the end of the strategy period. • Persistent absence among disadvantaged pupils

school, increasing their % of attendance above 95%.	falls significantly from the current baseline. • Attendance concerns are identified and addressed promptly through effective partnership working with families. • Increased parental engagement in attendance meetings, support plans and school events. • Families report feeling well supported in overcoming barriers to attendance. • Improved attendance leads to greater access to learning, enrichment opportunities and positive outcomes for disadvantaged pupils.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Oral Language, Communication and Vocabulary Development Assessments indicate that many disadvantaged pupils enter school with delayed speech, language and communication skills and limited vocabulary, which can impact reading comprehension, writing outcomes and access to the wider curriculum. - Funding will be used to: • Provide high-quality vocabulary instruction across all curriculum subjects. • Invest in professional development for staff on developing oracy and language-rich classrooms. • Deliver targeted speech, language and communication interventions for identified pupils. • Purchase high-quality texts and resources to promote vocabulary acquisition and reading for pleasure. • Provide additional adult support to facilitate structured talk, language development activities and pre-teaching of key vocabulary. • Develop opportunities for purposeful speaking and listening	**1. Oral language is one of the most effective approaches for improving attainment.** The Education Endowment Foundation (EEF) identifies oral language interventions as having a high impact on learning, with pupils making an average of **six additional months' progress** when high-quality approaches are implemented. The evidence base is extensive and particularly strong for disadvantaged pupils. Oral language approaches include explicitly teaching vocabulary, structured discussion, book talk and opportunities for purposeful speaking and listening. [educationе...ion.org.uk] **2. Vocabulary knowledge is closely linked to academic success.** The Department for Education states that proficiency in reading, writing and spoken language is fundamental to educational success. The Reading Framework highlights that pupils' understanding of language and vocabulary underpins reading comprehension and access to the wider curriculum. Pupils with weaker language skills often struggle to understand teaching, texts and subject-specific vocabulary, creating barriers across all curriculum areas. [assets.pub...ice.gov.uk], **3. Disadvantaged pupils are more likely to have language and vocabulary gaps.** Research consistently shows that children from disadvantaged backgrounds are more likely to enter school with lower levels of vocabulary and oral language development than their peers. The EEF notes that oral language interventions are particularly effective in helping disadvantaged pupils catch up because spoken language is strongly linked to literacy outcomes and overall academic attainment. [educationе...ion.org.uk] **4. Oral language supports writing development.** The EEF highlights that oral language interventions help pupils develop vocabulary, organise ideas, understand sentence structures and articulate their thinking. These skills transfer directly into writing, enabling pupils to communicate ideas more effectively and improve the quality of their written outcomes. [educationе...ion.org.uk]	1, 3

through drama, discussion and collaborative learning.		
Training provided to literacy leader, maths leader and all staff on teaching: • phonics & reading • writing, including transcription • maths • moderation	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF The writing framework outlines a common approach to teaching writing based on evidence and existing good practice. https://www.gov.uk/government/publications/the-writing-framework The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,3
Continue development of Restorative Practice and introduce trauma-informed and attachment-aware training for all staff.	Disadvantaged pupils are disproportionately affected by social, emotional and mental health challenges, adverse childhood experiences and barriers to engagement. Developing staff expertise in trauma-informed practice supports positive relationships, emotional regulation, engagement and learning.	2, 4

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

Budgeted cost: £32,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Achievement in Writing and Mathematics Assessment information shows that attainment in writing and mathematics for disadvantaged pupils is generally below that of non-disadvantaged pupils. Some pupils continue to experience learning gaps following disruption to their education. - Funding will be used to:	**1. Literacy is fundamental to success across the curriculum** The Department for Education states that proficiency in reading, writing and spoken language is vital for pupils' success in education and beyond. Pupils with weaker writing skills often struggle to demonstrate their knowledge and understanding across all subjects, limiting attainment throughout the curriculum. [assets.pub...ice.gov.uk]	1, 3 2

• Provide high-quality professional development to improve classroom teaching of writing and mathematics. • Implement evidence-informed intervention programmes focused on key literacy and numeracy skills. • Deliver small-group and one-to-one tuition to address identified gaps in learning. • Purchase resources and assessment tools that support effective teaching and targeted intervention. • Provide additional teaching assistant support to reinforce learning and enable timely intervention. • Ensure pupils access quality first teaching alongside carefully matched support to accelerate progress.	**2. Disadvantaged pupils are more likely to experience writing attainment gaps** National evidence consistently shows that disadvantaged pupils attain less well in writing than their peers. Many enter school with gaps in vocabulary, language development and early literacy experiences, which can affect writing quality, composition, grammar and transcription skills throughout primary education. The EEF identifies literacy development as a key mechanism for reducing educational disadvantage. [educatione...ion.org.uk] **3. Language and vocabulary development improve writing outcomes** The EEF highlights that oral language interventions have an average impact of six additional months' progress and support pupils to develop vocabulary, sentence structures and the ability to organise and articulate ideas. These skills transfer directly into improved writing outcomes. [educatione...ion.org.uk] **1. Mathematics attainment gaps emerge early and often persist** The Education Endowment Foundation reports that disadvantaged pupils are more likely to fall behind in mathematics from an early age. Without targeted support, these gaps can widen as pupils progress through school, affecting future attainment and life opportunities. **2. High-quality mathematics teaching has a particularly strong impact** The EEF guidance on mathematics highlights that improving the quality of mathematics teaching, securing pupils' understanding of mathematical concepts and providing targeted support for struggling learners are among the most effective ways of raising attainment and reducing disadvantage. **3. Small-group and targeted support can accelerate progress** Evidence from the EEF Teaching and Learning Toolkit shows that targeted academic support, including small-group tuition and structured interventions, can help disadvantaged pupils make accelerated progress when linked closely to classroom learning. **4. Secure mathematical understanding is critical for future success** Strong mathematical knowledge enables pupils to access the wider curriculum and progress successfully into secondary education. Pupils who have insecure number knowledge and calculation skills often struggle with more complex mathematical concepts later in their education.	

Enhancing the provision of books to support EYFS and KS1 reading following phonics scheme; Continuation of Accelerated Reader in Y2/ KS2; whole class reading across the school	Phonics approaches develop pupils' knowledge and understanding of the relationship between written symbols and sounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Accelerated Reader can be effective in helping children to make faster progress when reading as well as increasing enjoyment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1,3
Additional support (e.g. pre-teaching; follow-up; 1:1; small group) for identified children planned according to teacher assessments for: • phonics & reading • writing • maths Purchase of additional resources to support phonics, reading, writing and maths	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,3 2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Social, Emotional and Mental Health (SEMH) An increasing number of disadvantaged pupils present with social, emotional and mental health needs, including anxiety, low confidence, emotional regulation difficulties and poor resilience, which can negatively affect attendance, behaviour and engagement with learning.	**1. Disadvantaged pupils are more likely to experience SEMH difficulties** The Education Endowment Foundation (EEF) highlights that disadvantaged pupils were disproportionately affected by the pandemic and are more likely to experience social, emotional and behavioural difficulties that can act as barriers to learning. These challenges can reduce engagement, attendance and academic achievement and contribute to the attainment gap.	2, 4

- Funding will be used to: • Provide targeted pastoral support through trained staff and intervention programmes. • Develop nurture provision and safe spaces to support emotional regulation and wellbeing. • Deliver social skills, emotional literacy and resilience programmes. • Train staff in trauma-informed and restorative approaches to behaviour and wellbeing. • Provide access to external agencies and specialist support where appropriate. • Strengthen relationships with families to ensure early identification of needs and coordinated support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning **2. Social and emotional learning improves academic outcomes** The EEF Teaching and Learning Toolkit identifies **Social and Emotional Learning (SEL)** approaches as having a positive impact on attainment, with pupils making an average of **four additional months' progress** when high-quality programmes are implemented. These approaches develop self-awareness, self-regulation, social skills, motivation and resilience. The EEF notes that these approaches are particularly beneficial for disadvantaged pupils, who may have fewer opportunities to develop these skills outside school. **3. Mental health and attainment are closely linked** The Department for Education has identified children's mental health and wellbeing as a key factor influencing educational engagement and achievement. Difficulties such as anxiety, low self-esteem, poor emotional regulation and reduced resilience can lead to: • lower attendance, • increased disengagement, • reduced concentration, • behavioural difficulties, and • poorer academic outcomes. Supporting pupils' wellbeing is therefore an important component of raising attainment. https://www.google.com/goto?url=CAESjQEBxCJF10V8XTHZJjca1LpGG0MynJkZLDP-S8jKcx253YR2YshszvqDwyfWWP6XcE8XRRSTFF_zA4hQAjX9IcxxOsxoyBd5jPEkbLUlsq2cT9EEy8zUxxvuzi4iZrEABnk4IsywUpHOZEgn7V9MwSowtlHA3gaeJxIA_2qkG1SUKO_f8fMNINPr3vLhr-o	
Improving Attendance and Engagement Although attendance has improved, rates of absence remain higher for disadvantaged pupils than their peers. Term-time holidays and illness continue to impact learning and contribute to gaps in attainment. - Funding will be used to: • Employ robust attendance monitoring and early intervention systems. • Provide support and challenge for families where attendance is a concern.	**1. Disadvantaged pupils are significantly more likely to be persistently absent** The Education Endowment Foundation (EEF) reports that pupils from socio-economically disadvantaged backgrounds are nearly twice as likely to be persistently absent as their peers. In 2022-23, over one in five pupils missed at least 10% of their schooling, with disadvantaged pupils disproportionately represented within this group. Persistent absence has remained substantially higher than pre-pandemic levels. [educationе...ion.org.uk] The latest national attendance data also shows that pupils eligible for Free School Meals have considerably higher absence rates than non-	2, 4

• Work closely with external agencies to remove barriers to attendance. • Deliver attendance initiatives, rewards and parental engagement activities. • Provide pastoral support for pupils whose attendance is affected by SEMH needs.	disadvantaged pupils (10.87% compared with 5.26%). [explore-ed...ice.gov.uk] **2. Poor attendance is strongly associated with lower attainment** Research from the Department for Education (DfE) demonstrates a clear positive relationship between attendance and academic achievement. Using national pupil data and controlling for factors such as prior attainment, Free School Meal eligibility, SEND status and deprivation, pupils with higher attendance were significantly more likely to achieve expected standards at Key Stage 2 and Key Stage 4. [eric.ed.gov], [gov.uk] This finding is particularly important for primary schools because improving attendance increases disadvantaged pupils' access to high-quality teaching, which remains the most effective way to raise attainment. **3. Attendance contributes directly to the disadvantage gap** The EEF highlights that absence disproportionately affects pupils eligible for Free School Meals and those with SEND, and that higher absence rates are a significant driver of the disadvantage attainment gap. The Foundation notes that nearly half of the disadvantage gap has already emerged by age 11, making attendance a critical issue during the primary years. [educationе...ion.org.uk] **4. Engagement, belonging and attendance are closely linked** The EEF's guidance on supporting attendance emphasises that pupils are more likely to attend regularly when schools foster belonging, positive relationships, effective communication with families, and a strong sense of connection to school. Attendance difficulties are often linked to disengagement, anxiety, poor wellbeing, or family circumstances rather than simply non-compliance. [educationе...ion.org.uk], [educationе...ion.org.uk] Evidence suggests that successful attendance improvement strategies focus on: • Building strong relationships with families. • Creating an inclusive school culture. • Early identification of attendance concerns. • Targeted support for vulnerable pupils. • Multi-agency working where appropriate. [educationе...ion.org.uk], [educationе...ion.org.uk] **5. Attendance affects wider outcomes beyond attainment** The House of Commons Education Committee concluded that regular attendance is crucial not only for academic achievement but also for children's wellbeing, safety, social development and participation in school life. Pupils who are	

	frequently absent miss opportunities to develop social skills, resilience, friendships and positive engagement with learning. [publicatio...liament.uk], [publicatio...liament.uk]	
Enrichment, Wider Opportunities and Aspirations Many disadvantaged pupils have limited access to enrichment opportunities beyond school, and some families continue to experience financial pressures due to the rising cost of living. - Funding will be used to: • Subsidise educational visits, residential experiences and curriculum enrichment activities. • Provide access to extra-curricular clubs, sporting opportunities and creative arts activities. • Support participation in music tuition, performances and cultural experiences. • Ensure all pupils can access key curriculum opportunities regardless of financial circumstances. • Promote aspiration, personal development and cultural capital through a broad range of experiences that support engagement, confidence and future success.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Increasing access to activities such as Forest School and supporting social and emotional learning will help children to enjoy better relationships, become more confident and improve outcomes for them. **1. Disadvantaged pupils have unequal access to enrichment opportunities** Research from the Sutton Trust found substantial social inequalities in access to extracurricular and enrichment activities. Children from higher-income families are significantly more likely to participate in activities such as music lessons, cultural visits, sports clubs and other enrichment experiences. The report showed that the highest-earning families were almost four times more likely than the lowest-earning families to pay for out-of-school enrichment activities. [suttontrust.com] This suggests that schools serving disadvantaged communities play a crucial role in providing access to experiences that many pupils may not otherwise receive. **2. Academic enrichment is associated with improved educational outcomes** The Sutton Trust's longitudinal study, *Subject to Background*, found that disadvantaged pupils achieved better educational outcomes when they engaged in enrichment activities such as educational visits, reading for pleasure, museum and gallery visits, and wider learning opportunities. Researchers concluded that academic enrichment can help mitigate the effects of disadvantage and recommended that schools use Pupil Premium funding to support access to such opportunities. The study found that bright disadvantaged pupils were significantly more likely to achieve stronger examination outcomes when they experienced good levels of enrichment throughout their education. [suttontrust.com] **3. Enrichment can improve engagement, belonging and participation in learning** The Department for Education's Enrichment Framework for Schools and Colleges highlights that enrichment opportunities help to:	1,4

	• expand pupils' horizons; • raise aspirations; • improve engagement with education; • increase confidence and resilience; • develop teamwork, communication and problem-solving skills; and • strengthen pupils' sense of belonging. [gov.uk] The framework specifically notes that these opportunities are particularly important for disadvantaged pupils who may face barriers to accessing such experiences outside school. **4. Enrichment supports cultural capital and personal development** The Department for Education states that enrichment helps children "engage with the world around them", broadens experiences beyond the taught curriculum and prepares them for future education, employment and life opportunities. Enrichment therefore contributes directly to the development of cultural capital and social capital, areas where disadvantaged pupils may have fewer opportunities outside school. [gov.uk] **5. Arts and creative participation can support attainment and engagement** According to the Education Endowment Foundation Teaching and Learning Toolkit, participation in arts and creative activities can lead to approximately **three additional months' progress** in academic outcomes, alongside wider benefits for engagement and motivation. Arts participation can be particularly valuable when used to broaden experiences and re-engage pupils with learning. [educationе...ion.org.uk] **6. Aspirations are best developed through meaningful experiences** The Education Endowment Foundation cautions that simply trying to "raise aspirations" in isolation has limited evidence of impact on attainment. Instead, the strongest approaches combine aspiration-building with real opportunities, experiences, mentoring, skill development and academic support. Pupils need both ambition and access to the knowledge, experiences and pathways that enable them to achieve their goals. [educationе...ion.org.uk] This supports investment in enrichment activities, educational visits, encounters with employers, cultural experiences and participation opportunities that make future possibilities tangible for disadvantaged pupils. [gov.uk]	

Total budgeted cost: £57,456

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 2025 to 2026 academic year.

Training was provided to our literacy leader, maths leader and all staff on phonics. This helped to improve the teaching of phonics, writing and maths through increased staff knowledge and confidence. It also helped to ensure that assessment judgements were accurate and informative.

The training in phonics was particularly successful in creating improved outcomes for the children in Early Years and KS1, with a consistent phonics teaching approach being implemented across EYFS and Key Stage 1. Staff have been able to more accurately assess pupils' phonics knowledge and identify gaps in learning. There has also been improved fidelity to the phonics programme, including lesson delivery, terminology and progression and this has increased confidence among staff in delivering high-quality phonics instruction and intervention. There has been early identification and targeted support for pupils at risk of falling behind, including disadvantaged pupils and this has led to improved pupil outcomes in phonics assessments across EYFS and KS1.

Training on Oracy was provided for the whole staff. This has led to staff having a consistent understanding of effective oracy teaching, with more explicit modelling and teaching of speaking and listening skills within lessons. There has been an increased opportunity for pupils to participate in structured discussion, partner talk, debate and collaborative learning and this has improved pupil vocabulary, language development and confidence when explaining their thinking. We have seen a greater participation in lessons from disadvantaged pupils, EAL pupils and those who may be reluctant to contribute, which in turn has improved the quality of pupil dialogue, questioning and reasoning across the curriculum.

A variety of enrichment activities were provided including Gardening Club, the Year 4 Shakespeare project, Children’s University, sports activities, Young Voices, Year 2 Theatre Visit, Forest School, Whole School Book Week and Year 3 went on a visit to Chester to study the Romans. All participating children benefitted from the enhanced opportunities e.g. through increased confidence, improved engagement and enjoyment, and greater understanding e.g. of language, drama and performance, history. There were also some

Being able to access opportunities such as Forest School and outdoor learning enhanced the children’s vocabulary, increased their confidence and enjoyment, and improved engagement and resilience as well as giving the chance for them to show skills such as leadership and teamwork.

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 Training and Phonic Portal	Ruth Miskin Training
Accelerated Reader	Renaissance Learning
Times Table Rockstars	Maths Circle
Number Sense	OUP
White Rose Maths Premium Resources	White Rose Education
White Rose Science Premium Resources	White Rose Education
ELSA Resources	ELSA
Wellcomm	GL Assessment

Further information (optional)

In addition to the strategies listed above, we will encourage pupil premium children to attend as many clubs as possible and take part in Children's University/ additional learning opportunities/ responsibilities that arise during the year. We will ensure that the progress and attainment of pupil premium children is monitored at least termly via pupil interviews, talking to them about their work and experiences, as well as during pupil progress meetings and data analysis.