

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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	Westdale Junior School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ruth Kyle
Pupil premium lead	Ruth Kyle
Governor / Trustee lead	Ojali Yusuff

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,660



# Part A: Pupil premium strategy plan

## Statement of intent

At Westdale Junior School, the Pupil Premium allocation for our school for 2025-26 is £66,660. This funding has been ring-fenced with the aim of narrowing the achievement gap between our children in receipt of pupil premium and those who are not. We have recognised that there are some children who have certain barriers which prevent them from achievement at the standard to which they are capable. Our aim is to identify and negate these barriers.

We never want finance and affordability to affect the education of our children. All children eligible for Pupil Premium provision will be assessed regarding need. We will ensure that all children have access to full school uniform, all school trips, residentials and activities and free school meals for the duration of their education with us.

We want every child to achieve their full potential and therefore regular attendance at school is expected. Regular attendance at school will ensure that everyone is able to access learning and all the other opportunities that arise during their time in school. Establishing routines now will become an essential life-long skill.

Our three main priorities for this academic year are:

1. **Quality first teaching** – ensuring that all teaching is of a high quality and standards are monitored across the school. Expectations of achievement for Pupil Premium children to be at expected and in line with National for combined at end of Key Stage 2. This also includes staff training, internally and externally (to include visible learning) to develop the teaching and leading of focused subjects as well as being part of the trust cluster of primary schools for moderation of work.
2. **Targeted Interventions** – focused on results of standardised assessments during the year. All pupils in receipt of funding will be prioritised for TA and teacher-led interventions designed to fill gaps. Super Sonic Phonic friends supports for those not yet confident with the alphabetic code.
3. **Personal development strategies** – Theraplay, ELSA and forest schools support behavioural and emotional barriers to learning. Residentials are partially funded. There is some funding provision for other trips, visits and experiences at parent request. Music lessons are fully funded (one instrument or Rock Steady).
4. **Cost of living support** – Where necessary, Pupil Premium children will be eligible for support with uniform at parent request.

## Challenges

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

Challenge number	Detail of challenge
1	EEF Research has shown that disadvantaged pupils have been worst affected by partial school closures and the attainment gap has grown. This has resulted in some pupils falling further behind age-related expectations, especially in Reading and Maths.
2	Pupil Premium pupils' emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress.
3	Economic difficulties from Covid-19 means that some of our families suffer from material or electronic disadvantage which limits access to learning and to extra-curricular activities.
4	Some of our disadvantaged pupils and families need additional support: Early help to address additional support needs within the home e.g. to secure and sustain better punctuality and attendance as for some of our children this limits their learning and expands knowledge and skill gaps.

## 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
Quality First Teaching is over time, at least good.	Class based observations of Pupil Premium children completed by Pupil Premium lead show that pupils are making strong progress. Teachers report that they are confident in meeting the needs of all pupils. Additional training has been successful in supporting all staff to meet needs.
The gap between Pupil Premium pupils and non-Pupil Premium (National) to be in line with National in Reading, Writing and Maths at KS2 and Pupil Premium pupils to achieve in line with National Combined in KS2.	Pupil results demonstrate a positive shift from their starting points Pupil data will be tracked using Insight from standardised NTS as well as the National SATs results. Class based observations of Pupil Premium children completed by Pupil Premium Lead demonstrates that ongoing assessments are accurate, and misconceptions are identified and rectified.
For pupils to move towards targets in order to diminish the difference.	Evaluation of interventions and Quality First Teaching demonstrate that Pupil Premium

	pupils are supported and make accelerated progress.
Pupils who have been identified as requiring additional pastoral support receive this for the length of time required.	Work undertaken by the SENDCo, Tas, ELSA and School Counsellor and outside agencies supports pupils to be ready to learn. Support will be focused in the areas of general emotional wellbeing, and mental health.
The attendance of targeted Pupil Premium children who are persistent absentees, improves.	The pupil premium lead, alongside the Attendance Administrator has led swift intervention once attendance falls below 95%. This includes informal contact with parents, home visits, formal meetings, parental contracts and referrals to the Early Help Team.
Children who are in receipt of Pupil Premium funding have equal access to all that the school offers in terms of additional provisions.	Families are supported with the cost of school uniforms, trips and residentials, access to breakfast club to support attendance or in exceptional circumstances, and any other necessary expenditure, on a case by case basis.

## 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s)
<p>Continued redevelopment of the school curriculum and CPD for teachers to improve Quality First Teaching in classrooms</p> <ul style="list-style-type: none"> <li>Curriculum development days</li> <li>Support from subject leaders and trust subject leads</li> <li>Attending high quality training such as the visible learning training</li> </ul> <p>£3,000</p>	<p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:</p> <ul style="list-style-type: none"> <li>carefully ringfenced the funding so that they always spent it on the target group of pupils</li> <li>thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why</li> <li>understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good</li> <li>used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked</li> <li>ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils</li> <li>Ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment">https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment</a></p> <p>Further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households (the disadvantage gap) remains wide.</p>	1
<p>Pupil Premium Lead employed to monitor class teaching focused on disadvantaged pupils, giving feedback and advice for staff to improve on their offering for these children.</p> <p>£2000</p>		1 and 2

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each Pupil Premium child to receive support each week either 1:1 or in small group, in or out of class  £20,000	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a> <i>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</i>	1
Use of formative assessment outcomes to identify individual pupil need and intervention.  £6000	<a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a> <i>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</i>	1
TAs to deliver Super Sonic Phonic Friends interventions for identified pupils a necessary and restocking book stores to ensure phonetically decodable texts  £4000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> <i>Research on Tas delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3)</i>	1
Targeted Reading 1:1 Catch up intervention as necessary  £2000		1

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School counsellor employed to reduce external barriers to learning including support for families in crisis, and to address any additional need that is impacting on a child's wellbeing and ability to learn effectively.</p> <p>ELSA trained colleague accesses training and supervision. £8,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>The report – Improving Social and Emotional Learning in Primary Schools – reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p>	2, 3 & 4
<p>Families supported financially –</p> <ul style="list-style-type: none"> <li>Breakfast club £1000</li> <li>uniform £500</li> <li>trips and residential £3500</li> </ul>	<p>The report – Improving Social and Emotional Learning in Primary Schools – reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p>	3
<p>Forest School – use of outdoor learning to support key groups of pupils from Year 3 to 6. Funding towards suitable outdoor clothing and equipment for our disadvantaged pupils so that they are able to access this provision more effectively. £2000</p>	<p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p> <p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p><b>Communication:</b> language development was prompted by the children's sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p>	1 3



	<p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</p>	
<p>Pupil Premium children to have the opportunity to play a musical instrument by accessing subsidised music lessons through Rattle and Roll and Rock Steady.</p> <p>£6,000</p>	<p>To support children in receipt of Pupil Premium to learn a musical instrument, enhancing their cultural capital and providing them with additional opportunities to learn.</p>	1, 2 & 3

**Total budgeted cost: £58,000**

Contingency fund: £8,660

## 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.

59% of pupils achieved age related expectations in reading, writing and maths compared to 65% of those not in receipt of pupil premium.

All children in receipt of pupil premium grant participated in booster sessions with teaching staff and interventions with teaching assistants where necessary.

Families received support with extra-curricular activities and wraparound care.

### 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
Theraplay	wp.theraplay.org
Forest School	Forestschools.com

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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