

Pupil premium strategy statement, 2025-2026

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Western Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2027
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	W Jackson, Acting Headteacher
Pupil premium lead	R Baker
Governor / Trustee lead	R Ashworth-Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,775
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£133,320

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those with post-looked after arrangements and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Disengagement Many of our children present with social/emotional issues including low aspiration, limited life experience, lack of access to opportunities and poor engagement in learning. Parents are sometimes disengaged. They often lack the confidence and skills to support learning at home. This is seen through poor engagement in home learning, reading at home and attendance at events and meetings aimed at supporting parents with learning at home.
2	Attendance Our rate of absence for disadvantaged children compares well with national data. However, as in national data, disadvantaged children still present with a higher rate of absenteeism than others.
3	Attainment Attainment in some areas of the school is low. This is reflected in statutory assessment data including the phonics screening check, and GLD outcomes in reception. The gap between disadvantaged pupils and others in KS1 is smaller than national, however in KS2 this gap broadens.

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
To bring attainment of disadvantaged children in line with their peers.	Summative data in reading, writing and maths to demonstrate a reduction in the gap between disadvantaged children and others.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Data to show that the overall attendance of disadvantaged children does not differ from that of their peers.

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

Budgeted cost: £103,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of class TA in every class to facilitate effective feedback, support and intervention to Pupil Premium children.	EEF teaching and learning toolkit rate effective feedback highly in terms of accelerated progress (+6 months) based on strong evidence.	3
Subscription to teaching and learning resources. TTRockstars, White Rose Maths, Twinkl, Grammarsaurus, Literacy Shed+, Kapow Primary Music, Jigsaw RE	All have shown positive impact on the quality of teaching and outcomes for pupils. The teaching of reading comprehension strategies rates high on progress (+6 months) based on extensive evidence. Scheme based teaching (White Rose maths scheme results in greater consistency across the school)	3
Provision of assessment materials (TestBase subscription) to identify target children and specific areas of need.	Identification of key areas for development is crucial in raising attainment.	
Little Wandle Portal Subscription	EEF rate phonics teaching as high impact. English Hub Audit recommended Little Wandle. PSC data on upwards trend since implementation.	3

Targeted academic support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions in KS1 and KS2	EEF rates phonics teaching as a high impact strategy. Previous data demonstrates positive outcomes.	3

Wider strategies

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide leadership and accountability for Pupil Premium spend.	Strategic leadership is needed to ensure the effective use of the Pupil Premium funding.	All
Funding for a designated member of staff to monitor and promote attendance.	Previous attendance data demonstrates positive impact of attendance officer.	2

Total budgeted cost: £133,320

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

TBC