

Pupil premium strategy statement

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

School overview

Detail	Data
School name	Westoning Lower School
Number of pupils in school	103 YR-4 (13 Nursery)
Proportion (%) of pupil premium eligible pupils	28.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25; 2025-26; 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	J.Boyle
Pupil premium lead	Jacqui Boyle
Governor / Trustee lead	Elaine O'Shaughnessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,755
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	£25,755

Part A: Pupil premium strategy plan

Statement of intent

RATIONALE

At Westoning Lower School, we aim to provide a stimulating, caring and secure learning environment in which our children will be happy, achieve success and reach their full potential. The targeted and strategic use of pupil premium will support us in achieving our vision.

PRINCIPLES

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals or qualify for pupil premium will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals or pupil premium. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that it may be that not all children receiving free school meals or pupil premium will be in receipt of pupil premium interventions at any one time.

PROVISION

The range of provision the Governors may consider making for this group could include:

- additional teaching and learning opportunities by providing small group work or 1:1 support, within the classroom or withdrawn as appropriate. This could be with an experienced teacher, higher level teaching assistant or teaching assistant focussed on overcoming gaps in learning or developing higher level skills.
- financial contributions towards the cost of after school clubs, school trips and instrumental lessons.

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in communication, English and Maths. Pupil Premium resources may be used to target able children who qualify for pupil premium funding to achieve above nationally recognised levels of development. Provision will not be aimed at SEND children who are not socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Continued impact of pandemic on pupil attainment and behaviours
2	Low levels of aspiration
3	Weak language and communication skills
4	Low confidence and self esteem
5	Lack of support at home
6	A narrow range of experiences and opportunities
7	Attendance and punctuality issues

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 pupil's attainment and progress is in-line with age related expectations in reading, writing and maths	The gap between PP and non-PP children has reduced
Language skills improve and pupils are working at age related expectations	A greater number of PP children will be at age related expectations and the gap has reduced.
Children's social and emotional skills will have developed	Engagement in learning is greatly improved.
Disadvantaged children's experiences have been broadened through enriching learning opportunities.	PP children will have enhanced and enriched experiences which they would not be able to access outside of school.
Attendance and frequency of lateness of children has improved and persistent absenteeism in the disadvantaged group has decreased.	PP children attend school on time and have improved attendance (over 90%).
Education is seen as a high priority in the family setting and parents understand how to support their child.	PP families work in partnership with the school to support PP pupils with their learning.

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: £5,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment: EEF	1, 2, 3
Use funding to ensure professional development for all staff in the area SEMH	Staff in school at all levels will be needed to support pupils who may have experienced complex and traumatic events during the Pandemic. Evidence suggests that the need for pastoral support, safeguarding and wellbeing services within schools is increasing: Mental Health UK	4
Training for staff in targeted curriculum areas, including phonics.	There is a secure base of evidence for the efficacy of phonics as a method of accelerating the basics of reading by at least 4 months. Staff providing teaching and interventions need to be highly trained: EEF	1, 2, 3

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

Budgeted cost: £12,877.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 of up to 12 weeks: Phonics - EEF	1, 2

Small group or 1:1 intervention in reading, writing and maths provided by highly skilled and experienced TAs.	Children receiving small group tuition from highly experienced and trained members of staff have been proven to catch up an average of four months: EEF	1, 2, 3
Language and vocabulary support in class and small groups.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language: EEF	3

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

Budgeted cost: £7,726.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of counselling and play therapy.	Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties: EEF	4
Provision of enrichment opportunities such as before and after school clubs and items to be able to engage fully in school life.	The Nuffield Foundation says clubs are an "easy vehicle" for enrichment. The study, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not. The results indicate that after-school clubs also bridged the gap between rich and poor, as children from disadvantaged homes participated to the same extent as those from affluent ones.	5, 7
Provision of full funding or help with funding to fully engage with school	LoTc activities have benefits in terms of attainment; achievement; behaviour; attendance; engagement; wellbeing and	5, 7

trips and residential visits.	personal, social and emotional development: Council for Learning Outside the Classroom	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6, 7
Contingency fund for acute issues	Based on our experiences, we have identified a small amount of funding set aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £25,755

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.

Intended outcome	Success criteria
Disadvantaged pupil's attainment and progress is in-line with age related expectations in reading, writing and maths	The gap between PP and non-PP children has reduced
The 2024-25 cohort of PP pupils attained well from their starting points in Reading and Maths. 72% were expected or above in Reading, 71% were expected or above in Writing, and 78% were expected or above in Reading,	
Language skills improve and pupils are working at age related expectations	A greater number of PP children will be at age related expectations and the gap has reduced.
Through focussed work on language skills, the PP pupils' language did improve, and we saw pupils discharged from the Speech and Language service due to the progress made with 1:1 and small group input.	
Children's social and emotional skills will have developed	Engagement in learning is greatly improved.
There was greater engagement of learning seen throughout the year by all PP pupils. Independence and resilience was built up through 1:1 support and clear expectations with learning broken down into manageable chunks. The school also had support from a student Play therapist to help develop children's emotional resilience.	
Disadvantaged children's experiences have been broadened through enriching learning opportunities.	PP children will have enhanced and enriched experiences which they would not be able to access outside of school.
All PP pupils were able to access the school trips that were organised, including the Year 4 PGL residential where children experienced various experiences including high ropes, zip wiring, and abseiling.	
Attendance and frequency of lateness of children has improved and persistent absenteeism in the disadvantaged group has decreased.	PP children attend school on time and have improved attendance (over 90%).
PP pupils overall attendance for the year was 91.5%. (previous year was 92.0%, 88.20% and previous years to that 88.20% and 83.78%). Where there were issues with lateness, meetings and support such as the offer of breakfast club was put in place.	
Education is seen as a high priority in the family setting and parents understand how to support their child.	PP families work in partnership with the school to support PP pupils with their learning.
All PP pupils parents worked with the school to ensure children came to school to learn. They attended meetings when required and followed advice and took support from the school and outside agencies as appropriate.	