

Pupil premium strategy statement – Westfield Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	29.6% (42)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Leach
Pupil premium lead	Rhiannon Slater
Governor lead	Manali Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49,995

Part A: Pupil premium strategy plan

Statement of intent

At Westfield we are committed to ensuring that all learners, irrespective of background or the challenges they face, achieve the very best academic outcomes and develop the personal and social skills needed to thrive in life. Our ultimate objective is that disadvantaged pupils make progress and attain outcomes at least in line with their peers nationally, while developing resilience, confidence, and a love of learning that enhances their future life chances.

Our pupil premium strategy is rooted in quality-first teaching, effective curriculum design and adaptive teaching strategies, as well as the strategic deployment of adults to provide inclusive support. This reflects the Education Endowment Foundation's (EEF) finding that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. We use robust monitoring systems to identify barriers early and respond with targeted interventions, in line with Department for Education (DfE) guidance that emphasises early identification and evidence-informed practice.

Provision is personalised, recognising that no two pupils are the same, and encompasses both academic support and wider approaches to social and emotional well-being. We also prioritise engagement in learning, supporting children holistically to ensure that disadvantaged pupils attend regularly, participate fully, and remain motivated. This is supported by research showing that attendance and engagement are strongly correlated with attainment (DfE, 2022).

By combining direct approaches to narrowing the attainment gap with creative interventions that build confidence, resilience, and emotional well-being, we aim to ensure every child at Westfield is in the best possible position to thrive academically and personally. This holistic approach reflects the EEF's evidence that social and emotional learning programmes can improve both behaviour and attainment, and ensures our strategy is both ambitious and research-driven.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in Core Subjects for Pupils with Overlapping PPG and SEND Needs</p> <p>At Westfield, we have a high proportion of pupils who are entitled to Pupil Premium and are also identified with SEND. Assessments and observations show that these pupils require additional, targeted support in areas such as phonics, literacy, and numeracy to make accelerated progress. Without this, gaps in attainment can widen over time. Addressing this challenge requires consistently high-quality teaching, effective curriculum adaptation, and evidence-informed interventions, as highlighted by the Education Endowment Foundation (EEF), which identifies quality-first teaching and targeted small-group support as the most effective strategies for raising attainment among disadvantaged learners.</p>
2	<p>Engagement and Attendance</p> <p>Persistent absence and low engagement in lessons disproportionately affect disadvantaged pupils. Poor attendance is strongly correlated with lower attainment (DfE, 2022). Addressing this requires a dual focus: improving attendance systems and fostering motivation and participation in learning, so pupils feel connected and invested in their education.</p>
3	<p>Social, Emotional and Mental Health Needs Affecting Access to Learning</p> <p>At Westfield, many pupils entitled to Pupil Premium face significant challenges with emotional wellbeing, which impacts their ability to self-regulate and engage positively with learning. Observations, pupil voice, and family feedback highlight a rise in social and emotional issues, often linked to complex social circumstances and limited access to wider professional resources. These difficulties can lead to lower levels of confidence and resilience, weaker learning behaviours, and barriers to attendance and punctuality.</p> <p>Research from the Education Endowment Foundation (EEF) shows that <i>social and emotional learning programmes can improve both behaviour and attainment</i>, making this a critical area of investment. Addressing this challenge requires a holistic approach that combines targeted pastoral support, family engagement, and evidence-informed interventions to ensure pupils are emotionally ready to learn and can fully access the curriculum.</p>
4	<p>Access to Wider Opportunities and Enrichment</p> <p>Disadvantaged pupils may have fewer opportunities to access enrichment activities such as clubs, trips, residentials and cultural experiences/events. This limits the development of cultural capital, confidence, and aspiration. The DfE guidance emphasises that pupil premium should support <i>life chances as well as academic outcomes</i>, ensuring pupils benefit from a rich and varied curriculum that broadens horizons.</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
<p>Attainment in Core Subjects for Pupils with Overlapping PPG and SEND Needs</p> <ul style="list-style-type: none"> • All pupils, regardless of additional needs, receive appropriate support to progress in the curriculum. • High-needs disadvantaged pupils benefit from tailored support provided by additional adults. • Disadvantaged pupils with SEND access the curriculum through adaptations, interventions, and scaffolding. • Attainment gaps between disadvantaged/SEND pupils and their peers are reduced. • Pupils develop greater confidence and independence in core learning. 	<ul style="list-style-type: none"> • Intervention tracking and progress data show pupils making progress at least in line with expectations. • Lesson observations confirm pupils with multiple needs can access the curriculum and progress appropriately. • Tracking systems indicate narrowing attainment gaps between PPG pupils and the whole school cohort, especially those with SEND.
<p>Engagement and Attendance</p> <ul style="list-style-type: none"> • Attendance of disadvantaged pupils at least meets national averages. • Persistent absence among disadvantaged pupils is reduced. • Pupils demonstrate improved engagement in lessons through participation, positive behaviour, and pupil feedback. 	<ul style="list-style-type: none"> • Attendance data shows disadvantaged pupils' attendance aligns with national averages and persistent absence decreases. • Lesson observations and pupil voice evidence active engagement and enjoyment in learning.
<p>Social, Emotional and Mental Health Needs Affecting Access to Learning</p> <ul style="list-style-type: none"> • Pupils achieve and sustain improved wellbeing, enabling readiness to learn. • Pupils show enhanced self-regulation, resilience, and confidence. 	<ul style="list-style-type: none"> • Pupils start the day emotionally secure and ready to learn, independently or with agreed support. • Increased resilience and confidence observed in class reviews and progress data.

<ul style="list-style-type: none"> • Incidents of behaviour that hinder learning are reduced. • Pupils are emotionally prepared to access the curriculum. 	<ul style="list-style-type: none"> • Early identification and support for pupils with SEMH difficulties or trauma. • Pupils can regulate emotions using adult support or tools. • Positive peer relationships and improved self-image are evident. • Reduced behaviour incidents; pupils recover quickly and return to learning after support.
<p>Access to Wider Opportunities and Enrichment</p> <ul style="list-style-type: none"> • Disadvantaged pupils experience improved wellbeing and broader opportunities. • Financial support provided for equipment, uniform, clubs, and trips (including up to 50% contribution for residential). 	<ul style="list-style-type: none"> • Disadvantaged pupils attend after-school clubs, fostering peer relationships. • All pupils feel included in the wider school community. • Evidence from pupil/parent voice, teacher observations, and participation records for clubs and trips. • Surveys show positive impact of enrichment experiences. • Monitoring of uptake compared to non-PPG peers. • Case studies demonstrate increased confidence and aspiration.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>New staff trained and refresher for existing staff on Therapeutic Thinking including training a new tutor in school</p>	<p>We follow the Therapeutic Thinking approach to support pupils with positive behaviour. The Hertfordshire behaviour and wellbeing strategy 'recognises that positive emotional wellbeing is an essential prerequisite to effective learning and enhances children's outcomes. https://thegrid.org.uk/assets/hertfordshire-emotional-wellbeing-and-behaviour-strategy-2020-2023.pdf</p>	<p>3</p>
<p>Whole school Attachment and Trauma training. Shared specific resources for further staff CPD</p>		<p>3</p>
<p>Whole school CPD on adaptive teaching and SEND strategies</p>		<p>1</p>
<p>Effective deployment of Teaching Assistants to support Quality First Teaching</p> <p>Focus on effective deployment of teaching assistants in the classroom to support learning and improve attainment</p> <ul style="list-style-type: none"> ● CPD for teachers to support best practice for deployment of TAs ● CPD for teaching assistants to support Quality First teaching and adaptive teaching strategies ● CPD for teaching assistants to support targeted interventions ● Strategic deployment of TAs across school to support capacity ● Embedding of the updated Westfield Way to ensure appropriate support / scaffolding through table layout and feedback. Consistency of approach throughout the school ● Focus on effective use of teaching assistants in the classroom to support learning and feedback and accelerate progress – whole school focus for consistency. ● Regular TA meetings and training to ensure validity of evidence based intervention programmes is maintained ● TA attendance at INSET days to be considered to provide additional opportunities for development 	<p>TA Recommendations Summary.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 3</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support on a one to one basis with disadvantaged pupils to provide in class and out of class learning.	Evidence states that over learning and pre teaching consolidates pupils learning over time. This helps to address gaps in pupils learning.	1, 3
TA support to meet and greet some pupils in the morning and to run nurture provision. One to one teaching in differentiated spaces for some pupils.	Adults support pupil's with Emotionally based school non attendance to come in to school and settle into school and/or class. This has proven to support pupil's to separate from parents successfully and increased attendance to include being ready to learn.	3
Identification and support where appropriate following pupil progress meetings – targeted groups / 1:1 <ul style="list-style-type: none"> • Targeted: Phonics in Year 1 & 2 and other identified children. • Continue where appropriate with funding – targeted support linked to discussion at pupil progress meetings • Twinkl phonics catch up interventions to be embedded across years 3-5 • Deployment of Teaching Assistants to embed the delivery of a range of targeted, evidence-based interventions 	Evidence shows that strong targeted phonics intervention strengthens children's learning. Systematic phonics is a core recommendation from the DfE, highlighting phonics as the foundation for decoding and spelling EEF 5 a day principles used to support learners through the I do, we do, you do approach	1

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

Budgeted cost: £ 3,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialised TA employed to focus on social and emotional needs of all children including disadvantaged	Removing barriers to learning is a proven way to improve the educational outcomes of pupils. By using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed.	1

Drawing and Talking And Advanced Drawing and Talking	Drawing and Talking Therapy Training is an experiential rather than theory based training programme designed for anyone working with children, young people or adults who may be suffering from trauma or poor mental health.	3
Protective Behaviours – ongoing, including additional training	Children that are equipped with strategies to keep themselves safe and to manage uncomfortable situations, develop resilience	3
Provide opportunities and experiences to ‘diminish the difference’ for pupils to widen their horizons and impact positively on life experiences that can be used in learning	Planned residential visits that enhance the life skills of pupils and consolidate social skills such as teamwork, leadership and resilience. Planned educational visits that will provide a stimulus for learning and ‘diminish the difference’ As a school we feel it is important to support families/pupils in experiencing a variety of opportunities throughout their school years and know that such experiences can have an impact on a child’s confidence, self-esteem and self-belief.	3, 4
Robust measures and monitoring in place to address attendance	Regular liaison and communication with parents / carers where attendance is an issue. Address early in the academic year to try and prevent attendance falling further and further behind https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_to_gether_to_improve_school_attendance.pdf	2

Total budgeted cost: £ 49995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Targeted support has been put in place to support all PPG learners.</p> <p>This includes the implementation of Twinkl phonics and the adoption of a new writing scheme, Herts Essentials across the school.</p> <p>Consistency in SEN meetings over the year, many of whom are PPG.</p> <p>Continuation and consolidation of the Jigsaw curriculum across the school, focusing on emotional well-being and managing emotions</p> <p>Playground changes have had a significant impact on the number of behaviour incidents which occur. This is evident on our CPOMs logs.</p> <p>Parent forum discussion topics on behaviour, home learning, and wider experiences have received positive engagement. Feedback has positive changes which have been quickly implemented.</p> <p>Pupil voice indicates increased enjoyment and positive attitudes towards reading and learning.</p> <p>Continuing to re-establish parental relationships with new staffing teams</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia	Lexia Learning
Numbots/ TT Rockstars	Maths Circle

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>n/a</p>

The impact of that spending on service pupil premium eligible pupils

n/a
