

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 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 2023-2024 | Data 2024-2025 | Data 2025-2026 |
|---|--|----------------|----------------|
| School name | Westvale Park Primary Academy | | |
| Number of pupils in school | 270 | 322 | 383 |
| Proportion (%) of pupil premium eligible pupils | 7% | 8% | 9% |
| Academic year/years that our current pupil premium strategy plan covers | September 2023 –December 2026 | | |
| Date this statement was published | December 25 | | |
| Date on which it will be reviewed | October 24 October 25 October 26 | | |
| Statement authorised by | Susan Kelly (Headteacher) | | |
| Pupil premium lead | Susan Kelly | | |
| Local Academy Board Link Member | Andrew Wright (LAB Chair) | | |

Funding overview

| Detail | Amount 2023 - 2024 | Amount 2024 - 2025 | Amount 2025-2026 |
|---|--------------------|--------------------|------------------|
| Pupil premium funding allocation this academic year | £17,460 | £31,030 | £47,680 |
| Recovery premium funding allocation this academic year | £0 | £0 | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £0 | £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 | £17,460 | £31,030 | £47,680 |

Part A: Pupil premium strategy plan

Statement of intent

The purposeful and well considered use of the Pupil Premium supports the academy in realising its ambitions for pupils who are eligible for this funding. In allocating the Premium at Westvale Park Primary Academy, we apply the following principles:

Teaching and learning are designed to meet the needs of every pupil, with high quality teaching forming the central element of our approach. Provision is thoughtfully planned for pupils within vulnerable groups, ensuring that the needs of socially disadvantaged pupils are fully assessed and addressed.

We recognise that some pupils who experience social disadvantage may not be registered for, or eligible for, free school meals. Decisions regarding the allocation of Pupil Premium funding are therefore informed by a detailed analysis of need. This process identifies priority classes, groups or individuals. As the funding is limited, not all pupils receiving free school meals will necessarily access specific Pupil Premium interventions at the same time. The allocation is guided by need and may support any pupil who is disadvantaged, irrespective of their current academic performance.

Our curriculum aims for all pupils to become confident, fluent readers who can engage successfully with a knowledge rich and concept led curriculum. Our core aspiration is that every child reads well and develops a sustained enjoyment of learning.

Pupils begin their reading journey from their first day in school. We place considerable emphasis on early reading and recognise the pivotal role of the early years in securing reading development. The reading curriculum in the early years and key stage 1 provides daily opportunities to practise phonics and develop comprehension. This dual focus supports reading fluency and deepens understanding of texts.

Where gaps in knowledge are identified, additional interventions and carefully targeted keep up sessions are used to ensure pupils catch up swiftly and secure the reading foundations needed for future learning.

We remain clear that these ambitions can only be realised when pupils attend regularly, as consistent attendance is the essential foundation for sustaining progress and securing long term success.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Underdeveloped oral language and limited vocabulary continue to be significant barriers for many disadvantaged pupils on entry and can influence every aspect of learning if not addressed. Early language remains one of the strongest predictors of later attainment. |
| 2 | Gaps in English and mathematics often persist where early foundations are uncertain, and these deficits can hinder pupils' access to the wider curriculum. |
| 3 | Some pupils experience barriers linked to emotional wellbeing, reduced attendance and limited engagement in wider school opportunities. Ongoing financial pressures for families also affect participation in enrichment activities, including contributions for trips and workshops. |

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 |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations show marked improvement in oral language for disadvantaged pupils. This is confirmed through wider evidence such as lesson engagement, positive playtime interactions and the quality of work seen in books. Approaches to vocabulary instruction are fully established and consistently applied, resulting in strong teaching and secure outcomes for pupils. |
| The lowest twenty percent of learners in key stage one make accelerated progress in reading, writing and mathematics, securing the foundational knowledge required for successful transition into key stage two and enabling them to access the full curriculum with confidence. | Outcomes in the Phonics Screening Check remain within the top five percent of schools nationally, evidencing continued strength in early reading and ensuring disadvantaged pupils achieve at least in line with their peers. Individual tutoring enables the lowest twenty percent of pupils in KS1 to make measurable and sustained progress across reading, writing and mathematics. |

| | |
|---|---|
| <p>Attendance for disadvantaged pupils improves and rates of persistent absence reduce, ensuring pupils are in school regularly enough to benefit fully from the curriculum and targeted support.</p> <p>Disadvantaged pupils access a rich range of high-quality personal development opportunities, ensuring they participate fully in inclusive experiences that broaden their horizons and strengthen their confidence, character and sense of belonging within the school community.</p> | <p>Pupil attendance meets or exceeds National data.</p> <p>Systems, processes and reporting lead to the effective management of pupil attendance.</p> <p>Improved attendance is recognised and celebrated.</p> <p>Targeted support enables pupil premium pupils to attend after school clubs and wider extra-curricular opportunities, ensuring they benefit from the full range of experiences that promote inclusion, develop interests and strengthen engagement with school life.</p> |
|---|---|

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: £15000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Whole school systems will be developed to ensure that key vocabulary is explicitly taught, practised and revisited, enabling pupils to participate confidently in lessons. This will include the implementation of Speech Link to provide robust assessment and targeted intervention for pupils with identified language needs.</p> | <p>The decision to strengthen our approach to oral language and vocabulary is underpinned by strong evidence from the Education Endowment Foundation. The EEF identifies oral language interventions as a highly effective and low cost strategy, typically adding several months of progress when well implemented. Approaches that develop pupils' spoken language, vocabulary and structured discussion have been shown to be particularly beneficial for disadvantaged pupils and most impactful when embedded within everyday classroom practice. This evidence supports our investment in whole school vocabulary systems and the introduction of Speech Link to provide robust assessment and targeted intervention for pupils with identified language needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=chatgpt.com</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches?utm_source=chatgpt.com</p> | <p>1 and 2</p> |
| <p>A private educational psychologist will be commissioned to secure early and precise identification of need for disadvantaged</p> | <p>The decision to commission an educational psychologist is supported by strong evidence from the Education Endowment Foundation. The EEF identifies metacognition and self-regulation as high impact approaches, typically adding around eight months of additional progress when pupils are taught strategies to plan, monitor and evaluate their learning. This includes explicit modelling, structured classroom dialogue and</p> | <p>1 and 2</p> |

| | | |
|---|--|----------------|
| <p>pupils, ensuring assessments inform timely intervention and strengthen provision across the school.</p> | <p>support for pupils to understand and regulate their emotions. These approaches are consistently effective across primary subjects and are particularly valuable for disadvantaged pupils. The EP will work with staff to embed these practices so that pupils are better able to manage their emotions and engage purposefully in learning. Further evidence can be found in the EEF Teaching and Learning Toolkit on metacognition and self-regulation (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) and the associated EEF guidance report (https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Metacognition-and-Self-regulated-Learning_guidance-report_v.1.2.0.pdf).</p> | |
| <p>White Rose Maths will be embedded and adapted to meet the needs of all learners, supported by high quality staff training and the consistent use of well-structured mastery resources. Work with the Aurora maths mastery lead will strengthen teaching approaches and ensure the curriculum is implemented with fidelity and precision.</p> | <p>Evidence: The Education Endowment Foundation reports that mastery approaches can lead to significant gains in pupils' mathematical understanding, typically adding around five months of additional progress when implemented well. The evidence highlights the importance of carefully sequenced teaching, regular checks for understanding and structured practice, all of which underpin the White Rose approach. The EEF also notes that mastery can be particularly effective when teachers receive high quality professional development that enables them to apply the approach consistently. This supports the decision to embed White Rose Maths, invest in targeted staff training and work with the AAT maths mastery lead to ensure fidelity and high quality implementation. Further evidence can be found in the EEF Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | <p>1 and 2</p> |
| <p>High quality teaching will be secured for all pupils through the full embedding of Read Write Inc. as the school's phonics programme. Staff will receive high quality training</p> | <p>Evidence: The Education Endowment Foundation identifies phonics as a highly effective approach to the teaching of early reading, typically providing around five months of additional progress for pupils when implemented with consistency and fidelity. The EEF emphasises that systematic, synthetic phonics programmes are most successful when staff receive strong, ongoing training and when lessons follow a structured and repetitive sequence that supports rapid acquisition of sounds</p> | <p>1 and 2</p> |

| | | |
|--|---|--|
| and use well-structured resources to ensure consistent, effective delivery and strong early reading outcomes for all learners. | and blending skills. These findings support the decision to embed Read Write Inc. as a whole school approach, ensuring all staff are well trained and equipped with high quality resources so that pupils, including those who are disadvantaged, develop secure early reading foundations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com | |
|--|---|--|

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonics sessions will be provided for disadvantaged pupils who require further support, using the Read Write Inc. one to one tutoring materials. These sessions will ensure that pupils who are at risk of falling behind receive timely, structured intervention that enables them to secure key phonics knowledge and keep pace with their peers. | Evidence: The Education Endowment Foundation identifies phonics as a well-established and highly effective approach to early reading, with particularly strong benefits for pupils from disadvantaged backgrounds. The evidence shows that targeted phonics interventions are most successful when delivered frequently and in short, structured sessions over a sustained period, typically up to twelve weeks. Regular and focused support helps pupils to secure essential blending and decoding skills and reduces the risk of gaps widening over time. | 2 |
| Enhanced adult ratios will be used to support disadvantaged pupils in developing their | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=chatgpt.com | 3 |

| | | |
|---|--|--|
| <p>listening, attention and self regulation skills, and to ensure they can participate safely and successfully in opportunities such as forest school. This approach will enable pupils to access learning more effectively and engage confidently in wider school experiences. This includes the introduction of the KS2 Forest Provision.</p> | <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function?approach=teaching-self-monitoring-and-self-awareness</p> | |
|---|--|--|

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

Budgeted cost: £12680

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>A new assistant head with responsibility for attendance will lead the school's attendance strategy, using the attendance dashboard systematically to monitor patterns, attend key meetings and prioritise support for families. This will ensure early identification of concerns and timely action, particularly for disadvantaged pupils.</p> | <p>Research from the Education Endowment Foundation highlights that improving attendance requires consistent monitoring, early identification of emerging concerns and responsive, targeted support for families. The EEF's rapid evidence assessment of attendance interventions found that strategies focused on personalised communication, family engagement and timely follow up show the greatest promise for improving attendance, particularly for disadvantaged pupils. Establishing clear leadership for attendance and using reliable data systems to track patterns are identified as essential components of an effective whole school approach. Further detail can be found in the EEF attendance evidence review:</p> | <p>3</p> |

| | | |
|--|--|------------------|
| | <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment and the EEF guidance on supporting attendance: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> | |
| <p>Subsidised access to educational visits and visitors will ensure that disadvantaged pupils experience the full breadth of the curriculum and benefit from enrichment opportunities that extend their learning.</p> <p>All pupil premium children will have access to appropriate school uniform and essential equipment so that they are able to participate confidently in all aspects of school life.</p> <p>Disadvantaged pupils will be actively targeted and supported to attend after school clubs, widening their engagement with extra-curricular opportunities and strengthening their sense of belonging.</p> | <p>The Education Endowment Foundation (EEF) identifies social and emotional learning (SEL) approaches as effective in improving pupils' academic attainment, adding on average three months' additional progress over the course of a year. Such approaches also support improved behaviour, wellbeing, social skills and attitudes to learning. EEF+2EEF+2</p> <p>Research beyond the EEF confirms that self-esteem and related factors such as academic self-efficacy are positively associated with academic engagement, motivation and performance. For example, a comparative study found that self-esteem correlates with better academic achievement in adolescents, while a more recent empirical study demonstrated that higher self-esteem predicts greater academic engagement (via increased self-efficacy), which in turn supports improved attainment. PMC+2Frontiers+2</p> <p>Furthermore, early childhood evidence from the EEF's personal, social and emotional development (PSED) research highlights that building self-confidence, emotional</p> | <p>1,2 and 3</p> |

| | | |
|---|--|--|
| <p>Instrumental lessons will be subsidised for pupil premium pupils to enable equitable access to high quality arts and cultural education.</p> | <p>regulation and social skills in young learners — especially those from disadvantaged backgrounds — supports their readiness to learn, ability to form positive relationships, and engagement in structured learning tasks. EEF+1</p> <p>Taken together, this body of evidence supports the assertion that children perform better academically when their self-esteem and social-emotional skills are nurtured. By promoting confidence, motivation and a positive sense of self, our strategy supports not only academic attainment, but also positive behaviour, wellbeing, and social inclusion.</p> | |
|---|--|--|

Total budgeted cost: £ 47,680

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 2023 to 2024 academic year.

KS1 Sats results in Reading, Writing and Maths were significantly above average.

100% of pupils passed their phonic screening in 2024 (100% - 3/3 PP pupils passed). RWI external consultant and Ofsted verified that we were showing fidelity to the model and therefore the teaching of early reading is effective. 'Reading is leaders' top priority and is a strength of the school' (Ofsted, June 2023). IDSR shows that we are top 1% of schools in England for teaching reading. 2/3 Year 2 passed the recheck in 2024.

80% of pupils met their EYFS GLD (75% 3/4 pupils with PP achieved GLD - 100% of PP pupils met their ELG in maths) in 2024.

Persistent absence was in the lowest 20% of all schools, both nationally and in the local authority.

Our wider curriculum offer/personal development was judged Outstanding by Ofsted, and we continue to refine this offer.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

KS1 Sats results in Reading, Writing and Maths were significantly above national average (85% combined and 12% at GDS – 67% PP at EXS or higher).

98% of pupils passed their phonic screening in 2025 (83% - 5/6 PP pupils passed). RWI external consultant and Ofsted verified that we were showing fidelity to the model and therefore the teaching of early reading is effective. 'Reading is leaders' top priority and is a strength of the school' (Ofsted, June 2023).

83% of pupils met their EYFS GLD (75% achieved GLD - 100% of PP pupils met their ELG in maths and reading) in 2025.

Persistent absence was in the lowest 20% of all schools, both nationally and in the local authority. However, attendance for pupils eligible for free school meals is currently close to the national average. We are therefore aiming to strengthen this further so that their attendance becomes consistently secure and reflects their full potential.

All pupils - Attendance

| Year | Cohort | School | National | National distribution banding |
|---------|--------|--------|----------|-------------------------------|
| 2024/25 | 238 | 95.8% | 94.9% | Above |
| 2023/24 | 182 | 95.7% | 94.5% | Above |
| 2022/23 | 120 | 95.5% | 94.1% | Above |

[▶ Chart](#)

FSM6 - Attendance

| Year | Cohort | School | National | National distribution banding |
|---------|--------|--------|----------|-------------------------------|
| 2024/25 | 23 | 92.2% | 92.6% | Close to average |
| 2023/24 | 16 | 93.0% | 92.0% | Close to average |
| 2022/23 | 10 | 92.5% | 91.6% | Close to average |

Our wider curriculum and personal development offer were judged outstanding by Ofsted, and we continue to refine and strengthen it further. The school is also categorised as grade 1, the highest level, through both Trust level and external quality assurance processes.

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 |
|------------------------------|------------------------|
| Read Write Inc. | Ruth Miskin |
| Daily Supported Reader (DSR) | Hackney Learning Trust |

Service pupil premium funding

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? | |

Further information

Due to the low number of pupils eligible for pupil premium, the delivery of our pupil premium strategy will be significantly supplemented by the wider school budget, ensuring that targeted support and approaches can be sustained at the level required.