



Bourne Westfield Primary Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	Bourne Westfield Primary Academy
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 – 2028/29
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kate Atkinson Headteacher
Pupil premium lead	Kate Atkinson Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,967.83
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	£147,967.83

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or are 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.

We want all our pupils to strive to meet our CORE Values of:

- Community
- Opportunity
- Respect
- Excellence

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	Early WELLCOMM (in our own nursery) and baseline assessments in Reception, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps . 34% of children starting school in September 2025 were below the expected standard. These gaps evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers with 88% of disadvantaged pupils being below in Reception.
2	Attainment in reading and writing - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Attainment in maths - Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

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SEND needs - a number PP pupils are on the SEND register (43% of PP pupils are also SEND with 12% having EHCPs). In some cases, their emotional needs and behaviour can affect their attainment and progress.

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Attendance - Our attendance data indicates that attendance among disadvantaged pupils is lower than ‘others’ in our setting. Boys who are SEND and FSM are the lowest group for attendance.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	547	96.6%	94.9%	Above	Relative improvement	-
2023/24	551	95.7%	94.5%	Above	Relative decline	-
2022/23	547	95.8%	94.1%	Above	Relative improvement	-

2018/19	552	97.1%	96.0%	Above	Not available	-
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► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	77	94.5%	92.6%	Above	Relative improvement	-
2023/24	81	91.0%	92.0%	Close to average	Relative decline	-
2022/23	84	92.2%	91.6%	Close to average	Relative decline	-

Persistent absence

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	547	6.6%	14.3%	Below (sig-)	No sig change	-
2023/24	551	7.8%	14.6%	Below (sig-)	No sig change	-
2022/23	547	7.3%	16.2%	Below (sig-)	Sig increase	-

2018/19	552	3.8%	8.2%	Below (sig-)	Not available	-
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► [Chart](#)

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	77	18.2%	24.4%	Below (non-sig)	No sig change	-
2023/24	81	24.7%	27.1%	Close to average (non-sig)	No sig change	-
2022/23	84	23.8%	29.3%	Close to average (non-sig)	No sig change	-

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 which	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing WELLCOMM intervention in KS2.

are then appropriate for their age.	EYFS pupils to meet the C&L ELG by the end of Reception.
Disadvantaged pupils make good progress from their starting points in RW and phonics.	Year 1 & 2 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. Disadvantaged pupils meet the year group standard in Reading and Writin.
Disadvantaged pupils' maths attainment improves	Disadvantaged pupils meet the year group standard in Maths.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 6% lower than 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 (for example, CPD, recruitment and retention)

Budgeted cost: **£44,629**

Activity	Evidence that supports this approach	Challenge number addressed
<p>Use of PiXL for testing, analysis and accurate assessment.</p> <p>CPD in how to utilise PiXL and forensically analyse data.</p> <p>Release time for Raising Standards Leads to monitor and interpret assessments and recommend 'therapies' to accelerate progress - specifically progress of disadvantaged pupils.</p> <p>Purchase YARC to hone use of reading assessments and identify specific gaps for the bottom 20% and therefore deliver bespoke interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Education Endowment Foundation (EEF) 2021: Providing feedback is a well-evidenced strategy with a high impact on learning; feedback studies tend to show very high effects on learning.</p> <p>EEF 2021: Feedback should be supported with effective professional development for teachers." — Education Endowment Foundation, Feedback (2021).</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1-4
<p>Purchase OPAL and become an OPAL school through the implementation of the programme. Employ a play leader.</p>	<p>https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</p> <ul style="list-style-type: none"> • Health and wellbeing benefits: <ul style="list-style-type: none"> – physical activity, greater energy, disease prevention; – stress reduction, pleasure; – social connectedness and a sense of belonging, friendships; – emotion regulation, healthy stress response systems; – reduction in onset of myopia, increased Vitamin D levels, healthy development of vestibular and proprioception systems. • Cognitive and academic benefits: <ul style="list-style-type: none"> – increased attention on return to classroom, especially for children with ADHD; – better classroom and on-task behaviour; – more concentration, less fidgeting. 	1 & 5

	<ul style="list-style-type: none"> • Social and emotional benefits: <ul style="list-style-type: none"> – better negotiation and problem-solving skills; – learning how to deal with conflicts, falling out and teasing; – learning how to compromise; – dealing with fear and risk; – building friendships. • Physical benefits: <ul style="list-style-type: none"> – playtimes can contribute up to 40% of recommended daily moderate to vigorous physical activity (MVPA) for boys and 30% for girls; – children are often more active at playtimes than in PE lessons and structured activities; – children engage in a wider range of often unpredictable and non-routine movements, developing balance. 	
Expansion of the SEND team with 1.9 FTE non-teaching SENDCos to support pupils who are PP and also SEN. SENDCo to co-ordinate and monitor impact of interventions.	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a full time SENDCo will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	1-5
SENDCo trained in online Boxhall assessment to collate Boxhall findings to ensure that interventions are fit for purpose and having an impact.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4, 5
Training in quality adult interactions.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
<p>Purchase of further resources to support a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils - RWInc scheme, portal and books.</p> <p>Tapestry to engage parents in their child's learning and provide models for practising phonics. Tapestry also provides access to texts which pupils may not have at home.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Parental Engagement</p>	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Employ trained Child Counsellor and Learning Mentor to support pastoral needs of children in school and help to engage families in their child's education. These roles will also be to support children's attendance and willingness to come to school through the EBSR pathway.</p> <p>Trained ELSA to support pupils emotional wellbeing.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Teaching and Learning Toolkit: Social and emotional learning. "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year."</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 5, 6

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

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in training and employing high quality TAs to deliver:</p> <ul style="list-style-type: none"> • WELLCOMM assessments and interventions. • RWInc • Sensory Circuits • Precision teaching • Lego Based Therapy • 1:1phonics interventions • Speech, language and communication, including Gestalt training. • PiXL diagnostic therapies 	<p>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The Education Endowment Foundation (EEF) shows that oral language interventions have a 'positive impact' on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of the Early Years (our nursery) and closing the gap before children start school.</p> <p>EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.</p> <p>http://www.educationalneuroscience.org.uk/category/research/</p> <p>The Communication Trust and OU Research shows that use of Makaton can develop and encourage speech.</p>	1, 2, 3, 4, 5

	EEF +4 and +5 months progress for 1:1 tuition https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Release time for Reading Lead to monitoring and train staff in delivery of phonics and track phonics data to identify pupils for additional 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 up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4
Engaging with grammar school mentor Programme to provide a blend of tuition and mentoring for PP pupils in Year 5.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Investment in PiXL resources to support interventions and gap filling. Release time for RSLs to support pupil progress by directing staff to therapies which will help fill gaps.		

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

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf	5

Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer to monitor and challenge attendance of PP children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 6
Real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work.	2, 4, 5
Disadvantaged children to have funded trips and visit places, including residential trips. To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Employment of music teachers, engagement of outside agencies, music lessons, cultural partnerships etc. Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms (e.g. Purplemash, TT Rockstars)	https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-on-life-changing-residential-experiences/ EEF -Improving School behaviour Guidance Report Improving Behaviour in Schools: Evidence Review Published: December 2019 Authors: Darren Moore ¹ , Simon BenhamClarke ² , Ralph Kenchington ² , Chris Boyle ¹ , Tamsin Ford ² , Rachel Hayes ² and Morwenna Rogers ² , Jacqueline Minton ² ¹ Graduate School of Education, University of Exeter ² University of Exeter Medical School EEF – Arts Education Review	5, 6
Solihull Understanding Your Child's Behaviour course led by the school counsellor and family liaison lead to increase parental confidence in improving children's behavior and engagement.	The Allen Report 2011 Solihull Approach	5, 6
SUMO Parenting Programme run by LCC and facilitated by the school.		5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £148,629

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	Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing WELLCOMM intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>47% of disadvantaged pupils were working at EXS+ by the end of Year 6 in writing. This shows an increase from their Year 2 starting points of 0%. Their use of vocabulary was greatly improved. However, 88% of non disadvantaged were EXS+ in writing.</p>
Improved phonics, reading and writing attainment among disadvantaged pupils.	<p>Year 1 phonics outcomes show that disadvantaged pupils have made some progress from their starting points with 50% passing the PSC. This is compared to 81% of non disadvantaged. This is still an area of focus.</p> <p>KS2 reading and writing outcomes in 2024/25 show that disadvantaged pupils made accelerated progress from their starting points but were still below the attainment of 'others'.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 (current Year 6) show that disadvantaged pupils will have made progress from their starting points but were still below the attainment of 'others'.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in behaviour incidents for some of these pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - 100% of PP pupils attended an external sports event during their time at the school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being 3.5% - in the lowest 20% nationally. • Persistent absence is also in the lowest 20% nationally with 8.3% of pupils being persistently absent <p>However, this target will remain the same as 3.7% of non disadvantaged are persistently absent compared to 14.6% PP.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.