

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
School name	West Leigh Junior School
Number of pupils in school	527
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mark Aggus
Pupil premium lead	Candy London
Trustee lead	Nicole Ramsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51, 510
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9, 412
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	£60, 922

Part A: Pupil premium strategy plan

Statement of intent

At West Leigh Junior School we have high expectations of all our pupils. We firmly believe that with high quality teaching and effective engagement from parents every child can meet their academic potential. We are also passionate about the children's social and emotional development and believe that all children should be offered opportunities to ensure that they leave our school with high aspirations for their future.

Our curriculum is bespoke and allows children to make progress in a variety of ways. We do not limit the opportunities provided to children eligible for the Pupil Premium but offer a whole school approach.

Due to the small percentage of children who receive the Pupil Premium Funding it is more effective for us to concentrate on a bespoke programme for each child when necessary. Barriers range from not making expected or accelerated progress in writing to lower attendance when compared with that of the rest of the school. We also have a small number of children who benefit from the allocation of Pupil Premium Funding to allow them to take part in all educational visits and attend extra-curricular clubs. Because of our individualised approach to the Pupil Premium Funding, a range of methods are taken into account when budgeting for the forthcoming year.

Challenges

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

Challenge number	Detail of challenge
1	Achievement in writing: children making below average progress in writing when compared to the rest of the school.
2	Average attendance of children in receipt of pupil premium funding is 1.4% (2024) lower than the average for non-pupil premium children.

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
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Pupils reach their full potential in writing.	Children in receipt of pupil premium funding make at least expected progress in writing.
Pupils attend school, ensuring continuity of the curriculum, academic success and increased participation/interaction in class.	Average attendance of children in receipt of pupil premium funding is equal to or greater than the average of non-pupil premium children.
Pupils feel part of school life, and are involved with extra-curricular activities that help them develop their skills and talents.	Attendance of children in receipt of pupil premium funding is in line with the rest of the school.

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: £ 17, 747.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly Pupil Progress Meetings with a particular focus on the progress of disadvantaged children, rooted in evidence.</p> <p>Teacher and principal, together with the SENCo when appropriate, discuss each child's progress and any barriers. Strategies put in place / adapted and subsequently monitored.</p>	<p>EEF School's Guide to Implementation (2024) – Reflecting, monitoring and adapting strategies used will improve implementation.</p>	All
<p>Quality First Teaching through effective support, carefully sequenced planning, monitoring and incremental development.</p> <p>This element of the strategy involves:</p> <ul style="list-style-type: none"> • Vice-Principal for Learning and Teaching working with specific teachers and/or year groups to improve the quality of teaching and learning. • Releasing Subject Leaders to plan highly effective sequences of learning in their subjects and to follow up with monitoring and support for colleagues. • Releasing staff to observe best practice. 	<p>Improving teachers and their impact on learning is a priority for the school; we know that Quality First Teaching makes the greatest difference for all pupils (Muijs & Reynolds 2011).</p> <p>EEF also supports this approach – “Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.” (EEF Guide to the Pupil Premium)</p>	All

Leadership time for the English lead to support the teaching and learning of writing across the school.	Research shows that good teaching has the biggest impact on disadvantaged children. Sutton Trust – the effects of high-quality teaching are especially significant for disadvantaged children (potential gain of 1.5 years compared to 0.5 years with a poorly performing teacher).	1
ECT Induction Tutor – Vice-Principal for learning and teaching is responsible for training and mentoring our ECT to a high standard. This year the school has one second year ECT.	Schools that prioritise mentoring, including allocating sufficient resources (such as release time), ensuring mentors undertake appropriate and high quality mentor training, as well as recognising and celebrating mentors' contributions, are more likely to lead to successful mentoring outcomes. (NlOT's Mentoring and Coaching of Teachers Research Report).	1

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

Budgeted cost: £ 33, 577.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teachers (English lead N. Bemister and C. Styles) to deliver high quality writing interventions. Maths lead W. Dunn to provide focused maths intervention.	EEF Toolkit: Providing intensive individual support - + 5 months. EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months.	1
Nessy programme used to target spelling for children not making progress in phonics or not proficient in common exception words.	EEF Toolkit: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF states that: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom; Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed	1

	<p>or by providing new contexts in which students are required to apply new skills. (EEF Digital Technology Summary of Recommendations)</p> <p>Nessy research programmes: After 6-9 weeks of use, students using Nessy Reading and Spelling scored 73.26% higher in Oral Reading Fluency (ORF). Students using Nessy Reading and Spelling also scored 14.4% higher in single word reading than non-Nessy users.</p>	
<p>Small groups phonics tuition led by a phonics specialist LSA.</p> <p>Read Write Inc. groups introduced with training provided by English lead to support children who enter Year 3 with gaps in phonics knowledge.</p>	<p>EEF Phonics:</p> <p>Phonics has a positive impact on learners based on very extensive evidence. Learning that matches the children's level of skill and knowledge and is explicit and systematic makes a significant difference.</p>	

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

Budgeted cost: £9648.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSA (C. Ling) to be trained as 'ELSA' (Emotional Literacy Support Assistant). They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.</p>	<p>ELSA Project is an Educational Psychology led intervention that is evidence based.</p> <p>Evaluation reports detailing its positive effects with resilience, engagement and self-esteem can be found here: Evaluation Reports – ELSA Network</p>	All
<p>Pupil and parent Support Worker to work with children and families to identify and overcome barriers to attendance.</p> <p>Create bespoke approaches depending on the 'push' and 'pull' factors affecting attendance for each child.</p>	<p>NFER research states the importance of positive relations between school and home and the important role which schools play in enabling access to external agencies to support vulnerable families.</p>	2

Attendance is monitored (Insight) with half termly breakdown shared with SLT. Increased profile in school of attendance. Letters sent to parents of children whose attendance is a concern and subsequent meeting arranged. Attendance incentive implemented to encourage 100% attendance each half term with children awarded with being 'first to lunch' if their class has the highest attendance.	Disadvantaged pupils typically have poorer attendance than non-disadvantaged pupils. NFER research identifies addressing attendance as a key step in improving attainment.	2
Bespoke support towards all extra-curricular activities including (but not limited to) visits, music lessons, residential, clubs	<p>The EEF found that there is evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention in addition to academic attainment.</p> <p>The EEF state that 'there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond' Arts approaches have significant positive impact on attainment: Arts participation EEF</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development and therefore some effect of attainment too: Physical activity EEF</p>	All

Total budgeted cost: £60, 922

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.

Below are the previous intended outcomes for 2024-25 with an impact statement.

Pupils reach their full potential in writing.

For all children with progress data (2 comparable data points required), children in receipt of Pupil Premium funding made the same progress (+2.3) as non Pupil Premium children. Expected progress = +2.0, **therefore Pupil Premium children are making more than expected progress in line with our non Pupil Premium children.**

In addition, a disproportionately high amount of Pupil Premium children have SEND. **Progress for non SEN PP (+2.4) was higher than progress for non SEN non PP children (+2.3).**

Pupils attend school, ensuring continuity of the curriculum, academic success and increased participation/interaction in class.

Average Pupil Premium Attendance 2024-25	Average Non-Pupil-Premium Attendance 2024-25
95.6%	96.9%

During the last academic year, work carried out by our Pupil Parent Support worker has helped to close the gap between Pupil Premium and Non-Pupil Premium attendance. In 2023-4, the difference between Pupil Premium and Non-Pupil Premium attendance was 1.7%. This has decreased by 0.4% for the year 2024-25. Focused work with our pupil-parent support worker has played a key role in improving attendance for individual pupils eligible for Pupil Premium. By building strong, trusting relationships with families, Mrs Atkin has been able to identify specific barriers to regular attendance—such as morning routines or wider wellbeing concerns—and offer targeted, practical solutions. Through regular check-ins and close collaboration with school staff, families feel more supported and confident in sustaining positive habits. This proactive approach has led to improved engagement, stronger home-school communication and a noticeable increase in attendance for the pupils involved.

Pupils feel part of school life, and are involved with extra-curricular activities that help them develop their skills and talents.

Currently, 83% of children receiving Pupil Premium funding attend at least one school club, a strong level of engagement that sits just below the overall figure of 85% for all children. We are building on this positive foundation and are confident in our aim to increase Pupil Premium participation to 100% by the end of the academic year.

Our Autumn 2025 pupil survey shows that 94% of Pupil Premium pupils feel a sense of belonging at our school. This is a highly encouraging result, and for the small number of pupils who did not yet feel this way, we are drawing on our understanding of their individual contexts and putting tailored strategies in place to help them feel even more connected and included in school life.

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
None	

Service pupil premium funding (optional)

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)