Pupil Premium Strategy Review 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School name	West Thornton
Number of pupils in school	822 (Sept 26)
Proportion (%) of pupil premium eligible pupils	36% (295 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 24
Date on which it will be reviewed	September 26
Statement authorised by	Clare Dennis
Pupil premium lead	Clare Dennis
Governor / Trust lead	Rupinder Bansil

Pupil premium funding allocation this academic year	£466,866
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year £466,866

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

Little Wandle Letters and Sounds revised	Wandle Learning Trust
Times Table Rock Stars	Maths Circle Ltd.
Flash Academy	
Educational Psychologists	EdPsychs https://www.edpsychs.com/
PiXL	

Review for the Year 2025-26

In the second year of our 2024–2027 Pupil Premium strategy, our sustained focus on high-quality teaching, early language acquisition, and targeted academic interventions—supported by externally provided programmes including Little Wandle Letters and Sounds Revised, PiXL, Times Table Rock Stars and EdPsychs—has maintained strong early foundations while identifying clear priorities for Key Stage 2:

- **Early Years Foundation Stage (EYFS):** In Reception, **70.3%** of disadvantaged pupils achieved a Good Level of Development (GLD), outperforming the national benchmark of **69%**. This reflects the continued positive impact of our language-rich environments, early speech and language support, and tailored induction processes for children entering the school with limited prior experience.
- **Phonics:** In Year 1, **84.2%** of disadvantaged pupils passed the phonics screening check. This strong outcome demonstrates the ongoing effectiveness of our embedded systematic synthetic phonics approach (*Little Wandle*), our partnership with the Wandle English Hub, and targeted rapid catch-up interventions.
- **End of Key Stage 2 (KS2):** At the end of Key Stage 2, **55.7%** of disadvantaged pupils achieved the expected standard in combined Reading, Writing, and Maths. While this sits below the national benchmark of **63%** it reflects the significant contextual challenges within this cohort—including a high proportion of pupils joining mid-phase, learning English as an Additional Language (EAL), or managing dual Pupil Premium and SEND barriers. Targeted interventions via *PiXL* and Year 6 booster sessions, and mentoring have been vital in supporting pupil progress from their starting points, and accelerating combined attainment remains our primary academic focus as we enter the final year of our strategy.

Wider Strategies

Our wider strategies during 2025–2026 focused on removing external barriers to learning, improving attendance, and enriching cultural capital through wrap-around care and pastoral support:

- **Extracurricular Engagement:** Extracurricular participation has remained a focus. Out of the 295 Pupil Premium-eligible pupils on roll, **174** regularly attended enrichment clubs—representing **59%** of our disadvantaged cohort. Offering clubs free of charge and providing targeted enrichment has continued to broaden opportunities beyond the classroom.

- **Attendance, Behaviour, and Family Support:** Through close collaboration with the Forest Primary School Attendance Hub, weekly tracking, and proactive Educational Welfare Officer support, attendance improvements have continued. Furthermore, behaviour incidents have reduced significantly, reflecting the positive impact of our pastoral team, learning mentors, and ELSA-trained staff supporting emotional regulation. Initiatives such as the Community Cupboard, free breakfasts, and tailored induction meetings for new and NRPF families have strengthened home-school relationships and ensured vulnerable families feel well-supported.

Conclusion & Next Steps for 2026–2027

The 2025–2026 outcomes demonstrate sustained strength in early years development (70.3% GLD), Year 1 phonics (84.2%), and extracurricular engagement (68% participation), alongside improved attendance and reduced behaviour incidents. However, the end-of-KS2 combined outcome (55.7%) underscores the need to sharpen our focus on upper Key Stage 2 attainment as we move into the final year of our 2024–2027 strategy.

In 2026–2027, our priorities will be:

1. **Accelerating KS2 Combined Attainment:** Refining Year 5 and 6 writing moderation, foundational grammar/spelling CPD, precision teaching, and targeted *PiXL* therapies to close the gap to national averages and move closer to our 2027 goal of less than a 10% gap between PP and non-PP pupils.
2. **Embedding Oracy and Early Language:** Ensuring the Inspire Oracy Framework and STAR vocabulary approach are fully embedded across all key stages to support EAL learners and mid-phase joiners.
3. **Attendance & Dual-Barrier Support:** Continuing rigorous attendance monitoring and SEND-specific curriculum adaptations to ensure persistent absence continues to fall and pupils with dual PP/SEND needs achieve in line with their peers.