

Westleigh Methodist Primary School: Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westleigh Methodist Primary School
Number of pupils in school	November 2024 233 including nursery
Proportion (%) of pupil premium eligible pupils	November 2024 71 pupils 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 current year 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Boardman - Headteacher
Pupil premium lead	Mrs Taylor – Deputy Headteacher
Governor / Trustee lead	Mr Pilkington – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 2024-2025	£97, 680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0, 000
Total budget for this academic year	£97, 680

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention at Westleigh Methodist Primary School, is that all pupils irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas achieving our vision for all pupils to: With God, all things are possible. We expect staff to have the highest of aspirations for these pupils too and we want our pupils to flourish as life-long learners who have academic skills and emotional resilience to take on any challenges that they may encounter. The ultimate focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential regardless of their starting points.

In line with our vision, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are Looked After and are young carers, to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them achieve all things possible.

Ensuring all pupils have access to high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This Inclusive Quality First Teaching approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Within the EEF pupil premium guidance, autumn 2021, it states:

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

This is the focus of the pooled use of funding through the Epworth Education Trust i.e. improving the quality of teaching for all through providing high quality CPD Trust wide based on needs and forms a significant part of our strategy.

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:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Nurture and pastoral care are key principles within this strategy.
- ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified, including the use of small group and 1:1 tuition
- provide all teachers with high quality CPD to ensure pupils access effective quality first teaching
- enable pupils to look after their social and emotional wellbeing and to develop resilience
- provide opportunities for all pupils to participate in enrichment activities, sport, trips, residential

Our strategy works towards a three tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies.

Our context:

The school predominantly serves large social housing estates, with a small number of privately rented and owned homes. Leigh is an area of high social deprivation and the pupil premium masks the true extent of disadvantage with many families just about managing on minimum wages: 56% of children live in the highest 20% of deprivation nationally as ranked by the Income Deprivation Affecting Children Index (IDACI). The most recent IDACI score for the school is 0.3 compared to the Local Authority 0.18 and nationally 0.18. 87% of our families live in the top 30% of most deprived areas of the country. IDACI Data shows, 35% of pupils are ranked within the 10% of most deprived families. 89% are within the bottom 30% of most deprived families.

This picture of deprivation is further reinforced when one refers to the ACORN categorisation of home backgrounds where 82% of children at our school live in ACORN categories 4 or 5. July 2024 ACORN data shows; 50% of pupils come from 'urban adversity' (hard pressed families). A further 32% are financially stretched with only 14% living in comfortable communities. No families come from rising prosperity with 1% of our families being affluent achievers.

Local ward data in the Wigan Primary School Health Profile evidences that two thirds of Leigh communities are ranked in the top 25% most deprived in England and 20.5% of residents claim out of work benefits, above the borough average 15.9%. FSM entitlement is 35%, which is above national 24%. The school location deprivation

indicator shows that compared to the LA Average this is one of the more deprived schools in the LA. October 2024's IDSR (based on 2024 data) showed the pupil base deprivation was above average. The pupil base deprivation was shown to be well-above average.

The percentage of pupils known to be eligible for free school meals is 29%, 5.4% higher than the national average of 24.6% (based on gov statistics June 2024) and 2% higher than local authority figures (based on GMPA Greater Manchester Poverty Action Group doc Feb 2024). Oct 24's IDSR showed FMS % of 35% in 2023 was well above average.

Locality data evidence high levels of domestic violence, alcohol abuse, teenage pregnancy, unemployment, and poor health. These impact on the children. School supports the children and families well including signposting to other agencies, counselling for children and links to support networks.

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. The school will use the funding to support these groups, which comprise pupils with a range of different abilities, to diminish any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for Pupil Premium funding will have lower attainment than their peers and we should not equate disadvantage of circumstance with 'low ability'. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Challenges

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

Challenge number	Detail of challenge, adjusted for 2023-2024
1	A very high number of pupils eligible for pupil premium also have identified SEN/D as evident on the SEND list which has been created in consultation with SENDCo, parents, staff and external professionals – Sept 2023 - 37% in total Sept 2024 - 37% in total
2	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.

3	<p>Reading across the whole school, in particular the attainment of disadvantage pupils, has been significantly impacted therefore, reading is now a particular focus for all year groups to ensure that they are able to make accelerated progress towards their end of year targets.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths reading and writing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their behaviour for learning and attainment</p>
5	<p>Missed opportunities to gain a thirst for life-long learning, cultural capital and life skills – due to limited experiences outside the home.</p>
6	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry in nursery and reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
7	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1.5-2% lower than for non-disadvantaged pupils.</p> <p><u>2022 - 2023</u> Pupil premium children's attendance = 92.68% None pupil premium children's attendance - 93.2%</p> <p><u>2023-2024</u> Pupil premium children's attendance = 92.07% None pupil premium children's attendance - 93.76%</p> <p>Attendance rates of disadvantaged pupils impacts on lost teaching and learning time.</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
Improved phonic outcomes for disadvantaged pupils.	<p>By summer 2025, consistently meet the national figure for pupils meeting the standard in the phonic screening check. (Whole school & disadvantaged figures)</p> <p>Updated November 2024</p>
Disadvantaged pupils make accelerated progress in reading in all year groups to distinguish the difference between their attainment and that of school and national others.	<ul style="list-style-type: none"> - Early identification of pupils to provide interventions so that they can accelerate progress. - Assessments clearly demonstrate targeted children make good progress from their starting points. - Intervention foci is taken from gap analysis of phonics screening and reading assessments. - The gap between disadvantaged pupils and national other is narrowed in reading attainment. - Children meet their end of year target. <p>Adjusted November 2024</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantage pupils.	<p>Sustained high levels of wellbeing from 2024-2025 demonstrated by:</p> <ul style="list-style-type: none"> - All child progress measure - qualitative data from pupil voice, pupil and parent surveys and teacher observations - vast majority of pupils able to self-regulate and show greater resilience and confidence when facing new challenges - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Updated November 2024</p>
Behaviour and attitudes of disadvantaged pupils are conducive to learning.	<ul style="list-style-type: none"> - Disadvantaged pupils with social and emotional needs have bespoke support that compliments the behavior policy in place (positive handling plans, visual timetables, sensory areas, targeted interventions)

	<p>etc).</p> <ul style="list-style-type: none"> - Boxall profiling informs interventions so that all disadvantaged pupils receive targeted support to address individual needs. - Pupils causing concern are identified at the earliest point to receive targeted support. <p>Updated November 2024</p>
<p>Improve children’s educational and cultural experiences.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils to have at least 2 educational and cultural experiences over the academic year. - Visits will demonstrate pupils will meet adults in a range of jobs within a real life context and setting. - Pupil voice demonstrates they have an increased understanding of the contexts in which they are learning. - Pupils’ experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing. <p>Updated November 2024</p>
<p>Improve the communication and language skills for disadvantaged pupils in Reception and Nursery.</p>	<ul style="list-style-type: none"> - High quality weekly interventions delivered by staff using WELL-COMM resources and the impact is seen in progress within prime area of Communication and Language at the end of Reception - Disadvantaged pupils’ speech language and communication needs are met. - Exit data for reception pupils will show PPG pupils to be in line with others in communication and language. - School was Elklan accredited in July 2023 and all staff confident in using this programme and its strategies to improve speech and language from EYFS-Y6. - Reading, oracy and communication to be ‘inescapable’ – learning environment, high quality interac-

	<p>tions, lesson planning, access to library</p> <p>Updated September 2024</p>
<p>Improve punctuality rates of disadvantaged pupils.</p>	<p>Overall punctuality among pupils eligible for PPG improves in order to diminish the gap between PPG and non PPG pupils.</p> <p>Updated November 2024</p>
<p>Improvement in attendance figures for those individuals in receipt of Pupil Premium.</p>	<p>Monthly attendance tracking sees an improvement in attendance for each pupil with the vast majority inline with national average.</p> <p>Swift action is taken in line with revised policies and procedures when attendance falls below standard within the 6 categories of our attendance policy, in line with Working Together to Improve School Attendance, resulting in improvement.</p> <p>By summer 2025, there is an improvement in the overall PP cohort attendance figure.</p> <p>Pastoral team work closely with families to identify barriers and promote attendance so children want to attend – pupil voice.</p> <ul style="list-style-type: none"> • Early intervention provided to families such as through the Early Help process and Attendance contracts <p>Reduce the number of persistent absentees among pupils eligible for PPG.</p> <p><u>2018-2019 Figures</u></p> <p>Non PPG Attendance – 95.1%</p> <p>PPG Attendance - 93.51%</p> <p>Non PPG PA – 19.65%</p> <p>PPG PA – 25.48%</p> <p><u>2021-2022 Figures</u></p> <p>Non PPG Attendance – 93.2%</p> <p>PPG Attendance - 91.2%</p> <p>Non PPG PA – 18%</p> <p>PPG PA – 32%</p> <p><u>2022-2023 Figures:</u></p> <p>Non PPG Attendance – 93.2%</p> <p>PPG Attendance – 92.7%</p> <p><u>2023-2024 Figures:</u></p> <p>Non PPG Attendance - 93.76%</p>

	PPG Attendance = 92.07%
	Updated October 2024

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: £10,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF Pupil Premium guidance, April 2022: Using pupil premium EEF (educationendowmentfoundation.org.uk)	All
Trust CPD including Trust conference/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions. See Appendix 1	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress. Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall. Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust and across the LLG consortium. Proven history in school of peer and SLT support raising standards in teaching and learning. EEF Links: Teachers' continuing professional development	1, 2, 3, 4, 6, 7

	 EEF (educationendowmentfoundation.org.uk)	
In school CPD/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions specifically linked to Reading curriculum in 2024-2025.	<p>Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress.</p> <p>Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall.</p> <p>Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust and across the LLG consortium.</p> <p>Proven history in school of peer and SLT support raising standards in teaching and learning.</p> <p>EEF Links: Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 6
All staff to have full RWI training to support with the teaching of phonics and ongoing training across this year and last year through a comprehensive Read, Write Inc package- Whole school INSET October 2023 and January 2025, 1 leadership day, 6 training days and 1 consultant day across 2023-2025.	<p>Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading (though not necessarily comprehension).</p> <p>EEF Links: Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Phonics High Impact (+5 months) for very low cost, based on extensive research.</p>	1, 2, 3, 6
Purchase of additional resources to further embed the Read Write Inc Phon-	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:	1, 2, 3, 6

ics Programme, including half termly bespoke in school training provided by RWI advisors. This will provide a systematic process to the teaching of Phonics, rapidly raising standards.	Phonics EEF (educationendowmentfoundation.org.uk)	
PPG leader and Admin and Operation Lead to send out whole school forms September 2025 and then ongoing throughout the year to check funding allocations	The Eligibility Service cost of checking and identifying those families and children, who are entitled to receive funding. More children receiving the funding and support they need within school.	All

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

Budgeted cost: £ 16,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
To subsidise All Child project in school, which targets early action to provide social, emotional and academic opportunities that children in underserved neighbourhoods need to flourish in their community.	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): EEF Link: Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) AllChild supports communities in underserved neighbourhoods across the UK to help children and young people build the social, emotional, and academic skills they need to flourish. Delivered in-school through our team of trusted Link Workers, our Impact Programmes extend beyond individual care to drive a joined-up ecosystem of local support that strengthens communities, while also influencing national policy to promote community-led support models.	All

	<p>Since its inception in 2016, AllChild has helped thousands of children and young people to flourish, with measurable improvements in social, emotional, and academic wellbeing, demonstrating the effectiveness of early action and collaborative community efforts.</p> <p>Together, every child and young person can flourish - AllChild</p>	
<p>To use Timetables Rock Stars, SHINE resources and tools to identify gaps in learning and provide targeted interventions to improve outcomes for underachieving disadvantaged pupils in Year 1-6.</p>	<p>To diagnose gaps in children’s learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up to the national expectation.</p> <p>Timetable Rockstars provide opportunities for pupils to practice their skills independently both in school and at home.</p> <p>To provide whole school consist teaching of reading to impact on reading attainment. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Links: Remote learning for pupils EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 3,
<p>Accelerated Reader training for staff then implementation of this reading scheme for home readers for all KS2 children to support independent reading skills including fluency, pace and enjoyment.</p>	<p>Accelerated Reader has proven track record to motivate, monitor, and manage students’ independent reading and develop a true love for reading for all.</p> <p>EEF Links: Reading at the transition EEF (educationendowmentfoundation.org.uk) Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6
<p>To provide specialist intervention for disadvantaged pupils with speech,</p>	<p>On entry data shows children to be working below the expected standard in communication and language.</p> <p>EEF Links: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	6

language and communication needs. Wellcomm programme to be delivered within EY setting by teaching staff.	Education Endowment Foundation EEF	
School led tutoring to provide tuition for target pupils. whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>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:</p> <p>EEF Links: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>EEF Links: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4,

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

Budgeted cost: £69,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor employed to work 1 day per week with vulnerable pupils and staff.	<p>The demand for identified pupils to receive support from external professionals is significant.</p> <p>This support will help to positively impact on pupils' emotional wellbeing and mental health. It will remove barriers that prevent pupils attending school and reduce the potential for behavioural incidents to escalate.</p> <p>Reference: Review of Child Counselling</p>	4

	<p>bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf</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 Link: Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	
Breakfast club to be free of charge for disadvantaged pupils who are persistently late.	<p>Pupils will have a nutritional breakfast, a positive start to the day and increased concentration.</p> <p>Punctuality will be improved for pupils who are persistently late as demonstrated in previous data.</p>	4, 7
Rewards for whole class attendance to motivate desired behaviours and attendance within school	<p>An extrinsic reward is tangible and visible which motivate pupils desire to make good choices as the reward is important. Over time, behaviours are learned and strategies for overcoming emotions are embedded, allowing the pupil to be intrinsically motivated.</p> <p>EEF Links: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 5
<p>A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils</p> <ul style="list-style-type: none"> - Visits and trips: hook pupils engagement and further learning - visitors to EYFS -Experiences that develop the whole child 	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing.</p> <p>Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills.</p> <p>EEF Links: Arts participation EEF (educationendowmentfoundation.org.uk) Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 5

<p>and SMCS experiences</p> <p>- Residential experience in Year 5</p>	<p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	
<p>Pastoral Manager employed to work directly with vulnerable pupils and families.</p>	<p>Expectations and standards of behaviour are exceptionally high throughout the school community.</p> <p>The Pastoral Manager has an integral role in maintaining these standards and responding quickly to more serious isolated incidents.</p> <p>The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning.</p> <p>Attendance continues to be a focus, with attendance being monitored by the Attendance officer, Pastoral Manager and Headteacher.</p> <p>DfE Reference:</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>EEF Links:</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 6, 7</p>

Total budgeted cost: £97,680

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 2022 to 2023 academic year.

Review of 2023-2024:

Through 2022-2024 PPG funding supported a wide range of trips and visitors into school which allowed all children to access extra curriculum activities to support their learning including the following:

- Y6 2 days city break including a wide of activities including transport museum, historical dig experience, York Minster, chocolate making experience and learning to navigate a city.
- Y6 1 day outdoor adventure based learning including abseiling, high ropes, climbing walls, team building, canoeing.
- Y5 3 day outdoor adventure based learning including team building, canoeing, kayaking, gill scrambling orienteering.
- Y4 trip to Liverpool's Beatles Museum.
- Y4 History Alive Romans experience.
- Y4 trip to a synagogue.
- Y3 trip to a mosque.
- Y3 trip to Liverpool World Museum including Egyptian workshop.
- Y2 trip to Kenyon Hall Farm.
- Y2 History Alive Florence Nightingale Experience.
- Y1 Liverpool Museum with a space experience workshop.
- Y1 trip to The Hive,
- Reception visit to Smithell's farm.

Attendance of our disadvantage pupils remains lower than other children.

2021-2022 attendance data indicates: Non PPG Attendance – 93.2%, PPG Attendance - 91.2%.

2022-2023 attendance data indicates: Non PPG Attendance – 93.2%, PPG Attendance – 92.7%.

2023-2024 attendance data indicates: Non PPG Attendance – 93.76%, PPG Attendance – 92.07%.

Attendance remains a key focus so that this continues to improve and that these improvements can be sustained over time. The attendance reward system has been

redeveloped for the 2024/2205 academic year, in order to maintain the children’s interests. We have implemented new attendance monitoring systems that provide significantly more rigour, enabling families to received swift, targeted support at the earliest opportunity. There will be a clear focus on the attendance of persistent absentees from the academic year 2024/2025, as well as on vulnerable groups. This will include planning appropriately for gaps in learning, based on previous low attendance, as well as ensuring that attendance improves, so that no more learning is lost.

During the academic year 2023/2024 our disadvantage pupil attainment was as follows:

- 43% achieved a Good Level of Development in Reception
- 88% achieved the required standard in the Phonics Screening Check at the end of Year 1
- 50% achieved the required standard in the Phonics Screening Check at the end of Year 2
- 55% achieved a score of 25 in the Year 4 Multiplication Check
- 64% achieved a score of 20+ in the Year 4 Multiplication Check

End of KS2 Data:

KS2 2024 Re-sults	PP				Non-PP			
	School EXS	National EXS	School GD	National GD	School EXS	National EXS	School GD	National GD
% achieving in R, W and M	41%	45%	6%	3%	69%		8%	
% achieving in Reading	59%	63%	12%	18%	85%	79%	23%	33%
% achieving in Writing	65%	59%	24%	6%	92%	77%	31%	16%
% achieving in Maths	59%	59%	18%	13%	77%	79%	15%	29%
%	59%	59%	18%	20%	85%	78%	38%	37%

achiev- ing GPS								
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During the academic year 2024/2025 there will be a clear focus on pedagogy for staff, in particular looking at which barriers to learning may affect some of our disadvantaged pupils. CPD will also focus on adaptive teaching, in order to ensure that the need of all children are met.

There will be a continued development of our pastoral provision, including new Pastoral Manager and All Child staff to ensure that more children have access to focused support in a calm and nurturing environment as the earliest point and will have a focus on the whole child and whole family approach.

Review for 21-22, 22-23:

With the above impact in mind for 2020/2021, during 2021-2022 and 2022-2023 our focused strategies were aimed around quality first teaching, high quality CPD for staff and heavy focus on mental health and wellbeing remained at the forefront for 2021-2022 and 2022-2023.

Internal assessments for 2022-2023 show that Year 1 PPG children met their end of year targets in reading and writing at great depth level, and maths both at the expected and greater depth level.

In Year 2 PPG children met or surpasses their end of year targets in reading and writing great depth level.

Phonics, reading and writing at KS1 has now formed a key part of School Development Planning for all children during 2023-2024 and is reflected in planning above.

Internal assessments for 2022-2023 show that Year 3 PPG children met their end of year targets in reading at expected and greater depth level and writing, maths and SPAG at greater depth level.

In Year 4 PPG children met or surpassed their targets in reading, maths and SPAG at greater depth level.

In Year 5, PPG children met or surpasses their end of year targets in reading and maths at expected and greater depth level, and writing and SPAG at greater depth.

Writing and reading will remind a heavy focus across 2023-2024 and this is an area for targeted intervention with PPG children during 2023-2024, through Quality First Teaching, high quality interventions and use of School Led Tutoring.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted since March 2020. The impact was particularly acute for

disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Throughout 2021-2022 and 2022-2023 many children accessed our nurture provision, pastoral support, counselling and wellbeing interventions. This saw improvements in many strands of their Boxall profiles from September 2021-July 2023. Counselling provision impacted positively on children’s wellbeing and multiple caseloads were closed after specific intervention and targeted support.

Review for 20/21:

Our internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of phonics and writing. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and online teaching. The disadvantage gap index nationally has increased from 2.91 in 2019 to 3.21 in 2022. The disadvantage gap index reduced between 2011 and 2018 - indicating that the gap in attainment between disadvantaged pupils and other pupils was becoming smaller - before remaining at a similar level between 2018 and 2019. The index has increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils.

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
MARK Analysis and Shine Interventions	SHINE Trust – Rising Stars
Timetables Rock Stars	Maths Circle Limited
WELLCOMM	GL Assessment
Accelerated Reader	Renaissance Limited
Boxall Profile	Nurture UK

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Westleight Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to become even better. "Do all you can" summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan (Appendix 1) so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools. Reference: [EEF Effective Professional Development](#)

Appendix 1

Epworth Trust CPD



Optional Training for Senior Leaders, Teachers and Teaching Assistants from academic year 2024- 2025

Dates to be confirmed: 'Behaviour Management, nurture approaches and therapeutic practice' Reachbehaviour

All recorded CPD by the Trust can be found [here](#) on the Trust YouTube CPD channel.

Whole staff – academic year 24-25			
Audience	Pupil Premium Tier	Focus	Date
Training for Senior Leadership Team Training for Teaching Assistants Training for Teachers	Tier 1 – High quality teaching (Professional development to support the implementation of evidence-based approaches, Mentoring and coaching for teachers, Recruitment and retention)	National Professional Qualifications (NPQH, NPQEL, NPQLT, NPQBC, NPQ for SENCOs)	Calendars shared for each NPQ.

Autumn term – senior leadership team			
Audience	Pupil Premium Tier	Focus	Date
Training for Senior Leadership Team (New Headteachers and schools to Trust)	Tier 1 - High quality teaching (professional development, recruitment and retention)	Professional Learning Review (PLR) understanding policy and process) DOE	Wednesday 11th September 2024 4pm – 5pm (online)
Training for Senior Leadership Team (New Headteachers and schools to Trust)	Tier 1 - High quality teaching (professional development)	Writing a Local Advisory Board (LAB) report DOE	Thursday 12th September 2024 4pm – 5pm (online)

Training for Headteachers	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Epworth Specialist Leaders (ESLs) – understanding the process for booking outreach support. DOE	Thursday 12th September 2024 2pm – 3pm (online)
Training for Senior Leadership Team / Headteachers Essential training for: Nutgrove, Leyland Infants, Westleigh Methodist. <i>Optional for other schools who wish to attend.</i>	Coverage of Tier 1-3	The Ofsted Process (Planning and preparation) Find out about the Ofsted process and what needs to be in place by the school in readiness for the visit. DOE	Friday 13th September 2024 9.30am – 2.00pm (In person – Trust Offices) <i>(morning CPD followed by optional afternoon (for schools not listed) completing paperwork.</i> Session will be followed by an Ofsted audit at the school (date to be arranged): For NG, LI and WLM only
Training for Senior Leadership Team	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Creating Subject Leader Evidence Trails DOE	Tuesday 17th September 2024 4pm – 5pm (online)
Training for Senior Leadership Team and Governors	Tier 1 - High quality teaching (Developing high quality assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Creating Governor Evidence Trails DOE	Wednesday 25th September 2024 4pm – 4.45pm (online)
Training for Senior Leadership Team / Headteacher	Tier 1 - High quality teaching (Developing high quality	PIXL Conference, Central Hall (Westminster, London)	Thursday 3rd October 2024 All day
	assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)		Please email DOE - no later than Friday 13th September 2024 if you wish to attend to secure your place.
Autumn term – Teachers and subject coordinators			
Audience	Pupil Premium Tier	Focus	Date
Training for Teachers – new teachers to school, ECTs or wider teachers.	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Developing Effective Pedagogy based on Teaching and Learning Model. (This is a 2-day course which revisits all aspects of the pedagogy training from 23-24. An excellent opportunity to network, collaborate and plan) DOE	Day 1: Thursday 26th September 2024 (In person – Trust Offices) Day 2: Monday 14th October 2024 (In person – Trust Offices)
Training for Teachers – NEW to Subject Leadership / Coordination. (For teachers who are in their first or second year of subject leadership)	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Exploring the role of subject leadership and how to effectively fulfil this. Part 1 DOE	Monday 7th October 2024 (9.30am -10.30am) (Online)
Training for YEAR 1 teachers (Essential (tier 1) training for resetting/strengthening schools)	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum	Effective teaching of mathematics in YEAR 1 – embedding mathematics within Y1 continuous provision Tara Loughran	Thursday 3rd October 2024 (9.30am – 11.30am) (Online)

	that responds to the needs of pupils)		
Training for Year RECEPTION teachers <i>(Essential (tier 1) training for resetting/strengthening schools)</i>	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Effective teaching of early mathematics in RECEPTION – embedding mathematics within provision <i>Tara Loughran</i>	Tuesday 5th November 2024 (9.30am – 11.30am) (Online)
Subject Leaders / co-ordinators	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Understanding the ‘Deep Dive’ process for effective monitoring and evaluation of a subject.	Thursday 28th November 2024 (3.40pm – 4.40pm) (Online)

Autumn term – Teaching Assistants



Audience	Pupil Premium Tier	Focus	Date
Training for Teaching Assistants – Key Stage 1 and Key Stage 2	Tier 2 – Targeted Academic support (Teaching assistant deployment and interventions)	Part 1 of 2 sessions on ‘Effective questioning’ in lessons to support pedagogy and practice. <i>DOE</i>	Friday 4th October 2024 (9.30am -10.30am) (Online)
Training for Teaching Assistants and lunchtime supervisors – Key Stage 1 and Key Stage 2	Tier 3 – Wider Strategies (Extra-curricular, SEMH and mental health)	Practical training and active learning to ensure TAs feel confident in:	HUB training: Hub 1: Friday 11th October (in person at Bedford Hall)

		‘Leading structured play at break and lunchtimes and facilitating the role of Play Leaders effectively.’ <i>Wigan Athletic</i>	9.30am – 11am Hub 2: Friday 8th November (in person at Wesley) 9.30am - 11am Hub 3: Friday 22nd November (in person at Rosehill) 9.30am - 11am
Training for Teaching Assistants – Key Stage 1 and Key Stage 2	Tier 2 – Targeted Academic support (Teaching assistant deployment and interventions, Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND)	Part 1 of 2 sessions ‘Effectively supporting SEND learners within the classroom.’ <i>A Hilton-Fahey, S Brown</i>	Monday 18th November 2024 (9.30am -10.30am) (Online)

Spring term – Teachers and subject coordinators



Audience	Pupil Premium Tier	Focus	Date
Training for YEAR 4 teachers <i>(Essential (tier 1) training for resetting/strengthening schools)</i>	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Effective teaching of early mathematics in YEAR 4 - developing fluency and applying skills through reasoning (and preparing for MTC) <i>Tara Loughran</i>	Monday 13th January 2025 (9.30am – 11.30am) (Online)
Training for YEAR 3 teachers	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a	Effective teaching of early mathematics in YEAR 3 – developing fluency and	Monday 13th January 2025 (1.15pm – 3.15pm) (Online)

(Essential (tier 1) training for resetting/strengthening schools)	broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	applying skills through reasoning <i>Tara Loughran</i>	
Training for YEAR 2 teachers (Essential (tier 1) training for resetting/strengthening schools)	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Effective teaching of mathematics in YEAR 2 – best practice to close gaps in learning <i>Tara Loughran</i>	Friday 17th January 2025 (9.30am – 11.30am) (Online)
TWILIGHT TRAINING FOR TEACHERS Years 1-6 (EYFS teacher training 29 th January 2025 only)	Tier 2 – Targeted Academic support (Targeted interventions and resources to meet the specific needs of pupils with EAL)	Supporting EAL learners in the classroom (Context on what EAL is and is not, and typical rates of progress by EAL learners; An introduction to using an EAL assessment framework to monitor and plan for progress; principles of effective EAL support in the classroom and school; some effective strategies to support EAL learners' acquisition of language and curriculum content). <i>EAL Team, Lancashire</i>	Tuesday 21st January 2025 (3.40pm – 5.30pm) (Online) <i>PLEASE NOTE THIS TWILIGHTED IS REPEATED IN SUMMER TERM IF YOU CAN'T MAKE THIS DATE.</i>
TWILIGHT TRAINING FOR EYFS TEACHERS ONLY	Tier 2 – Targeted Academic support (Targeted interventions and resources to meet the specific needs of pupils with EAL)	Improving outcomes and supporting International new arrivals and EAL pupils develop spoken language (EYFS teachers working with EAL learners in nursery settings and reception classes will have better understanding of language development and the cultural and linguistic needs of EAL learners. You will gain an opportunity to know how to include and support them in adult led activities and continuous provision in the setting and language development	Wednesday 29th January 2025 (3.40pm – 5.30pm) (Online)

		through play in the provision. Practitioners will also be provided with guidance in planning for language development opportunities and strategies. We will also look at how we create a welcoming environment for children and parents and how young children acquire EAL and what challenges are faced by bilingual children). <i>EAL Team, Lancashire</i>	
Training for YEAR 6 teachers (Essential (tier 1) training for resetting/strengthening schools)	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Effective teaching of early mathematics in YEAR 6 (preparing effectively for SATS – coverage and essential knowledge) <i>Tara Loughran</i>	Friday 31st January 2025 (9.30am – 11.30am) (Online)
Training for Teachers – NEW to Subject Leadership / Coordination. (For teachers who are in their first or second year of subject leadership)	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Exploring the role of subject leadership and how to effectively fulfil this. Part 2. <i>DOE</i>	Friday 28th February 2025 (1.00pm – 2.00pm) (Online)

Spring term – Teaching Assistants

Audience	Pupil Premium Tier	Focus	Date
Training for Teaching Assistants – Key Stage 1 and Key Stage 2	Tier 2 – Targeted Academic support (Teaching assistant deployment and interventions)	Part 2	Friday - 24th January 2025 (9.30am -10.30am) (Online)



		'Effective questioning' in lessons to support pedagogy and practice.' <i>DOE</i>	
Training for Teaching Assistants – Key Stage 1 and Key Stage 2	Tier 2 – Targeted Academic support (Teaching assistant deployment and interventions, Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND)	Part 2 'Effectively supporting SEND learners within the classroom.' <i>A Hilton-Fahey, S Brown</i>	Tuesday 25th February 2025 (9.30am -10.30am) (Online)
Training for Teaching Assistants – EYFS, Key Stage 1 and Key Stage 2	Tier 2 – Targeted Academic support (Targeted interventions and resources to meet the specific needs of pupils with EAL)	Supporting international new arrivals and EAL pupils within the classroom. (The session will give you an understanding of a wide range of practical strategies and resources to support the development of English Language proficiency and delivering small group intervention language programmes. There will be an opportunity to look at planning, assessing and delivering small group interventions to pre-teach topics or teaching of vocabulary. It will equip you with ideas and practical small group activities such as barrier games, collaborative learning activities, speaking/writing frames and many other useful ideas, games and resources.) <i>EAL Team, Lancashire</i>	Wednesday 5th March 2025 (9.30am – 11.15am) (Online) <i>PLEASE NOTE THIS TRAINING IS REPEATED IN SUMMER TERM IF YOU CAN'T MAKE THIS DATE.</i>

Summer term – Teachers and subject coordinators



Audience	Pupil Premium Tier	Focus	Date
Training for YEAR 5 teachers (Essential (tier 1) training for resetting/strengthening schools)	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Effective teaching of mathematics in YEAR 5 – developing fluency and applying skills through reasoning in readiness for Year 6 <i>Tara Loughran</i>	Friday 2nd May 2025 (9.30am – 11.30am) (Online)
TWILIGHT TRAINING FOR TEACHERS Years 1-6 (EYFS teacher training 29 th January 2025 only)	Tier 2 – Targeted Academic support (Targeted interventions and resources to meet the specific needs of pupils with EAL)	Supporting EAL learners in the classroom (Context on what EAL is and is not, and typical rates of progress by EAL learners; An introduction to using an EAL assessment framework to monitor and plan for progress; principles of effective EAL support in the classroom and school; some effective strategies to support EAL learners' acquisition of language and curriculum content). <i>EAL Team, Lancashire</i>	Tuesday 6th May 2025 (3.40pm – 5.30pm) (Online) <i>PLEASE NOTE THIS TWILIGHT IS A REPEAT OF THE SPRING TERM TRAINING.</i>
Training for Teachers – NEW to Subject Leadership / Coordination. (For teachers who are in their first or second year of subject leadership or those who would like a refresher)	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Exploring the role of subject leadership and how to effectively fulfil this. Part 3 <i>DOE</i>	Friday 20th June 2025 (1pm – 2pm) (Online)
Subject Leaders / co-ordinators	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a	Evaluating your subject and planning evidence trails for next academic year	Thursday 26th June 2025 (3.40pm – 4.40pm) (Online)

	broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	DOE	
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Summer term – Teaching Assistants



Audience	Pupil Premium Tier	Focus	Date
<p>Training for Teaching Assistants – EYFS, Key Stage 1 and Key Stage 2</p>	<p>Tier 2 – Targeted Academic support (Targeted interventions and resources to meet the specific needs of pupils with EAL)</p>	<p>Supporting international new arrivals and EAL pupils within the classroom. (The session will give you an understanding of a wide range of practical strategies and resources to support the development of English Language proficiency and delivering small group intervention language programmes. There will be an opportunity to look at planning, assessing and delivering small group interventions to pre-teach topics or teaching of vocabulary. It will equip you with ideas and practical small group activities such as barrier games, collaborative learning activities, speaking/writing frames and many other useful ideas, games and resources.) <i>EAL Team, Lancashire</i></p>	<p>Thursday 24th April 2025 (9.30am – 11.15am) (Online) <i>PLEASE NOTE THIS TWILIGHT IS A REPEAT OF THE SPRING TERM TRAINING.</i></p>