

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 2025 231 including nursery
Proportion (%) of pupil premium eligible pupils	November 2024 60 pupils 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026 current year 2026-2027 2027 - 28
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Boardman - Headteacher
Pupil premium lead	Mrs Boardman - Headteacher
Governor / Trustee lead	Mr Pilkington – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 2024-2025	£89,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0, 000
Total budget for this academic year	£89,385

<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.

November 2025's IDSR showed:

- School has 31.8% was FSM
- School pupil base deprivation was well above average
- Local area pupil base deprivation is well above average
- School location base deprivation is above average

Locality data evidences 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 – Sep 2024 - 37% in total Sep 2025 – 45% in total (27/60)
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 in 22 – 23 and 23 - 24 indicated that attendance among disadvantaged pupils has been between lower than that of non-disadvantaged pupils.</p> <p>However, in 2024 – 25 our attendance showed a ‘relative improvement’ (IDSR Nov 2025). School’s attendance was 94.4% compared to national at 94.9% so we were ‘close to average’. Our disadvantaged children performed in line with their national counterparts.</p> <p><u>2022 - 2023</u> Pupil premium children’s attendance = 92.68% Non-pupil premium children’s attendance - 93.2%</p> <p><u>2023-2024</u> Pupil premium children’s attendance = 92.07% Non-pupil premium children’s attendance - 93.76%</p> <p><u>2024 - 25</u> Pupil premium children’s attendance = 92.6% Non-pupil premium children’s attendance – 94.2%</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.	By summer 2026, consistently meet the national figure for pupils meeting the standard in the phonic screening check. (Whole school & disadvantaged figures)
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 PiXL 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantage pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - AllChild 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.
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 etc). - Boxall profiling informs interventions so that all disadvantaged pupils receive targeted support to address

	<p>individual needs.</p> <ul style="list-style-type: none"> - Pupils causing concern are identified at the earliest point to receive targeted support. -
<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.
<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. - Reading, oracy and communication to be 'inescapable' – learning environment, high quality interactions, lesson planning, access to library
<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>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 in line with national average.</p> <p>Swift action is taken in line with revised policies and procedures when attendance falls below standard in line with Working</p>

	<p>Together to Improve School Attendance, resulting in improvement. By summer 2026, there is an improvement in the overall PP cohort attendance figure. 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>2022-2023 Figures</u> Non PPG Attendance – 93.2% PPG Attendance – 92.7%</p> <p><u>2023-2024 Figures</u> Non PPG Attendance - 93.76% PPG Attendance = 92.07%</p> <p><u>2024-2025 Figures</u> Non PPG Attendance – 94.2% PPG Attendance = 92.6%</p>
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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: £12071

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.	All

	EEF Pupil Premium guidance, April 2022: Using pupil premium EEF (educationendowmentfoundation.org.uk)	
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	<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, 7
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	<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

<p>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>	<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>	<p>1, 2, 3, 6</p>
<p>Purchase of additional resources to further embed the Read Write Inc Phonics 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.</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:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 6</p>
<p>PPG leader and Admin and Operation Lead to send out whole school forms September 2026 and then ongoing throughout the year to check funding allocations</p>	<p>The Eligibility Service cost of checking and identifying those families and children, who are entitled to receive funding.</p> <p>More children receiving the funding and support they need within school.</p>	<p>All</p>

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

Budgeted cost: £ 24,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To subsidise AllChild 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.</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> <p>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.</p> <p>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.</p> <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>All</p>
<p>To use Timetables Rock Stars, PiXL 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:</p>	<p>1, 2, 3,</p>

	<p>Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<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:</p> <p>Reading at the transition EEF (educationendowmentfoundation.org.uk)</p> <p>Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6
<p>To provide specialist intervention for disadvantaged pupils with speech, language and communication needs.</p> <p>Wellcomm programme to be delivered within EY setting by teaching staff.</p>	<p>On entry data shows children to be working below the expected standard in communication and language.</p> <p>EEF Links:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Education Endowment Foundation EEF</p>	6
<p>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</p>	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>EEF Links:</p>	1, 2, 3, 4,

will be disadvantaged, including those who are high attainers.	Small group tuition EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,739

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 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): EEF Link: Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	4
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

<p>Rewards for whole class attendance to motivate desired behaviours and attendance within school.</p> <p>Cost of Christmas Extravaganza activities to ensure children have a celebration each year in case they do not get this at home.</p>	<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>	<p>1, 4, 5</p>
<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 and SMCS experiences - Residential experience in Year 5 	<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) Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</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>4, 6, 7</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>	
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Total budgeted cost: £89,385

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

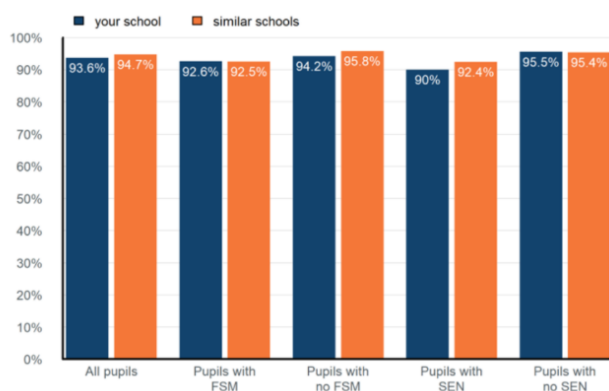
This details the impact that our pupil premium activity had on pupils in the previous academic year.

Review of 2024 - 25

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:

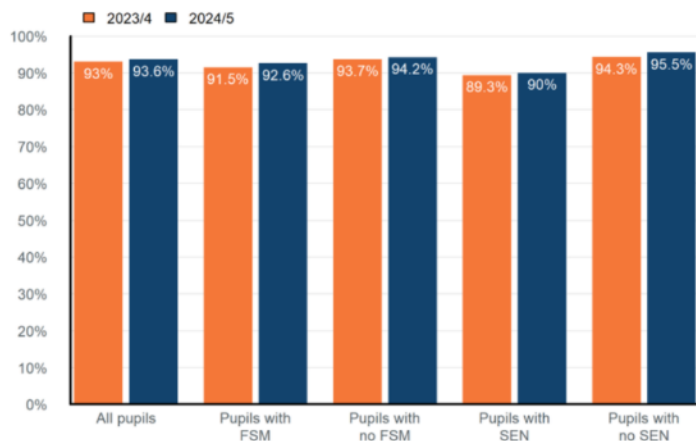
- Y6 Anderton Centre - outdoor adventure-based learning including abseiling, high ropes, climbing walls, team building, canoeing.
- Y5 Brathay - 3-day outdoor adventure-based learning including team building, canoeing, kayaking, gill scrambling orienteering.
- Y6 visit to Liverpool – navigating a city and museum visit
- Y4 History Alive Romans experience
- Y3 History Alive – Stone Age experience
- Y4 trip to a synagogue
- Y3 trip to Liverpool World Museum including Egyptian workshop.
- Y2 History Alive Florence Nightingale experience
- Y1 trip to The Hive
- Reception visit to Smithills’ farm
- Y4 visit to Manchester Science Museum
- Y5 Bury Fire Station visit
- Y4 /5 Wigan Archive visitor
- Y5 visit to Crucial Crew

Attendance of our disadvantaged pupils



In 2024 – 25, attendance of children with FSM was in line with their national counterparts. However, was lower than children with no FSM.

A comparison of children with FSM in 2023 – 24 to 2024 – 25 shows improved attendance.



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 2025 - 2026 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 receive swift, targeted support at the earliest opportunity. There will be a clear focus on the attendance of persistent absentees from the academic year 2025 - 2026, 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 2024 - 2025 our disadvantage pupil attainment was:

- 75% achieved the required standard in the Phonics Screening Check at the end of Year 1
- 90% achieved the required standard in the Phonics Screening Check at the end of Year 2
- 30% achieved a score of 25 in the Year 4 Multiplication Check
- 50% achieved a score of 20+ in the Year 4 Multiplication Check

End of KS2 Data

2024 - 25	PP 14 on roll		Non-PP 17 on roll	
	EXS %	GD %	EXS %	GD %

Combined R, W, M	21	7	59	12
Reading	43	21	77	24
Writing	71	21	77	24
Maths	36	7	72	24
GPS	43	21	72	18

During the academic year 2025 - 2026 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 support from our pastoral manager and AllChild 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.

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
PiXL	PiXL
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
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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)

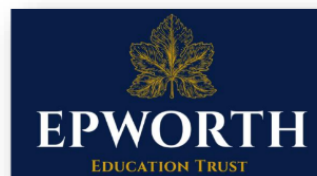
Westleight Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each 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

Key Training dates from academic year 2025- 2026

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



Whole staff – academic year 25-26

As part of our Tier 1 CPD program, we aim to ensure that all staff have the opportunity to participate in high-quality professional development.

At the heart of our commitment to staff development, our Trust CPD (Continuing Professional Development) strategy offers a rich and varied learning journey for all members of our Trust community. Delivered through five half-termly sessions across the academic year, each CPD opportunity is thoughtfully designed to support the growth, aspirations, and professional expertise of our staff.

As part of our Trust CPD Strategy, wider staff are invited to complete 1 hour of additional CPD (paid as over-time for staff where this time is not in contracted hours). These sessions usually run from 3:40 PM to 4:40 PM on the second Monday of each half term aligning with the Trust's delivery of Tier 1 Training to teachers (delivered within a staff meeting).

For wider staff, this 1-hour training can be completed at work or at home and a record of this CPD recorded on Edupay through completion of an evaluation form. This training can support staff in achieving their PLR goals.

Staff can engage with both internal and external expertise, work towards professional learning accreditation, and benefit from the collective knowledge within our Trust family.

This programme is underpinned by our vision:

"To be a family of schools working together so all within our communities can flourish and succeed."

It is shaped by the values that define our culture: **Aspiration, Inclusivity, Integrity, Wisdom, Generosity, and Collaboration**—ensuring every colleague has the opportunity to thrive within a supportive and empowering professional environment.

Our CPD programme is not just about developing skills—it's about nurturing a culture of shared learning and continuous improvement where every individual feels valued, supported, and equipped to make a meaningful impact.

Additional Tier 1 training, essential for specific roles, is detailed in the **Trust CPD Strategy**. It may be delivered through internal departmental or school-based sessions, webinars, or other online learning platforms.

Trust CPD Staff meetings & Self Study dates

Audience	Pupil Premium Tier	Focus	Date
All staff	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)	Trust CPD Training sessions / Self Study Sessions. All teachers are required to complete the main training as part of the Trust's Tier 1 offer. (All Teacher training sessions will be pre-recorded and uploaded onto the Trust learning platform) Other stakeholders: A selection of live training sessions will be shared prior to these dates. Staff may choose to attend a live session or complete a one-hour training module from the CPD training suite during their self-study time. All live sessions will be recorded and uploaded to the training suite for future access.	AUTUMN – week beginning: Monday 15th September 2025 (3.40pm – 4.40pm) - Effective planning - taking control of learning (JW and AB) Monday 10th November 2025 (3.40pm – 4.40pm) SPRING Monday 12th January 2025 (3.40pm – 4.40pm) SUMMER Monday 20th April 2025 (3.40pm – 4.40pm) Monday 22nd June 2025 (3.40pm – 4.40pm)

Essential Tier 1 training for schools to complete: Academic year 25-26

National Professional Qualifications (NPQs)

Audience	Pupil Premium Tier	Focus	Date
Teachers and SENDCos	Tier 1 - High quality teaching (Developing high quality teaching, assessment and a	NQPSENCO	9 th September 2025 (9am – 3.30pm)

	broad and balanced, knowledge-based curriculum that responds to the needs of pupils)		17 th November 2025 (1.00pm - 3.00pm teams) 27 th November 2025 (9am – 3.30pm) 21 st April 2026 (9am -3.30pm)
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Conferences

All Staff	Tier 1, 2 and 3	Trust Conference Central Team	Friday 14 th November 2025 (The Bridge? TBC)
Training for Headteachers	Tier 1 - High quality teaching (Developing high quality assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils)	Methodist School Council - Celebration of Methodist Education	Thursday 19 th November 2025, Southlands College, Roehampton.

Leadership Forum

Headteachers	Tier 1-3 coverage	To work on current Trust Priorities	18 th September 2025 (10am – 2pm) Trust Office. 15 th January 2026 (10am – 2pm) Trust Office. 23 rd April 2026 (10am – 2pm) Trust Office.
Leadership Away Day	Tier 1-3 coverage	To work on current Trust Priorities	Thursday 2 nd and 3 rd July 2026

Hub Meetings

Headteachers	Tier 1-3 coverage	Peer Review to support school improvement	Autumn 1: Hub 1 & 3: 9.10.25 (explanation of peer review) Hub 2: 7.10.25 (explanation of peer review)
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			Autumn 2: Hub 1 & 3: 28.11.25 (Peer Review) Hub 2: 27.11.25 (Peer Review) Spring 1: Hub 1 & 3: 27.2.26 (Data) Hub 2: 26.2.26 (Data) Spring 2: Hub 1 & 3: 26.3.26 (Peer Review) Hub 2: 25.3.26 (Peer Review) Summer 1: Hub 1 & 3: 21.5.26 (Peer Review) Hub 2: 20.5.26 (Peer Review) Summer 2: Hub 1 & 3: 9.7.26 (Hub data) Hub 2: 10.7.26 (Hub data)
Senior Leadership			
Headteacher and Pastoral Lead (main DSL)	Tier 3 – Wider Strategies (Extra-curricular, SEMH and mental health)	Safeguarding Supervision	Termly
Headteacher	Tier 3 – Wider Strategies (Extra-curricular, SEMH and mental health)	Headteacher coaching	Termly
Training for Senior Leadership Teams/ Headteachers	Coverage of Tier 1-3	The new Ofsted Framework (changes to the revised framework and what this means for schools) Find out about the renewed Ofsted process and reporting	Thursday 6 th November 2025 9.30am – 3.00pm (In person – Trust Offices)
		card system and what this means for schools.	
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)	The Curriculum review (changes to the national curriculum and what this means) Following the release of the autumn White Paper, training on the revised national curriculum and what this means for schools.	15 th January 2026 (dependent on release) – <i>Part of Leadership Forum</i>
Epworth Specialist Leaders			
ALL Epworth Specialist Leaders	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)	CPD on processes and procedures for ESLs and how to support their work in schools.	10 th September (Teams) 9am – 11am
Teachers and subject leaders			
Senior leaders and English Subject Leaders, wider staff.	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 Oracy & to writing framework	Friday 3 rd October 2025 All day training 9.30am – 3.00pm (At Trust)

Subject Leaders	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)	Preparing for the new National Curriculum - considerations for all subject leaders	RECORDING – webinar (date of release to be confirmed spring term)
Trust Network Meetings			
SEND			
SENDCo /Inclusion Manager network meeting	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)	Sharing best practice, reviewing key documentation, up-to-date briefing information. Conference includes transition for SEND children	Wednesday 5th November 2025 (9am – 12pm) Monday 2nd March 2025 (9am - 12pm) Monday 22nd June 2025 – SEND Conference (10am – 3pm)
Early Years Foundation Stage (EYFS)			
EYFS Network meeting and moderation	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)	Baseline, Effective moderation and training supporting practices, including Drawing Club / Voice 21.	AUTUMN: 30th September 2025 (9.30am – 11.30am) Trust Office SPRING: Thursday 8th January 2026 (9.30am – 11.30am) Trust Office SUMMER: Tuesday 9th June 2026
			(9.30am – 11.30am) Trust Office
Mathematics			
Mathematics subject network meetings	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)	Sharing best practice, reviewing key documentation, up-to-date briefing information in line with renewed curriculum and Ofsted framework and utilising PIXL assessment system	AUTUMN Monday 22nd September (1pm -3pm) teams SPRING Friday 13th February (1pm – 3pm) teams SUMMER Thursday 18th June (1pm-3pm) teams
Year Groups			
Year group network meetings	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 changes to the national curriculum. A collaborative approach and making connections.	14th November 2025 (Trust Conference) SPRING 2: 3.40pm – 4.40pm Monday 16th March (EYFS, Y1/2) Tuesday 17th March (Y3/Y4) Wednesday 18th March (Y5/6)
Pastoral (safeguarding and attendance)			
Pastoral team network meetings	Tier 3 – Wider Strategies (Extra-curricular, SEMH and mental health)	Forum to network, discuss best practice (safeguarding and attendance)	AUTUMN Monday 17th November 2025 (1.30pm - 3pm) Teams SPRING

			Monday 9th March 2026 (1.30pm - 3pm) Teams SUMMER Monday 6th July 2026 (1.30pm - 3pm) Teams
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Year 6 External Writing Moderation			
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Training for Year 6 Writing Moderation	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)	Trust Writing Moderation with Maddy Barnes	AUTUMN Tuesday 9th December: Hub 1: 9am – 11.45am (BHM) Hub 2: 12.45pm – 3.30pm (WSY) Wednesday 10th December: Hub 3: 9am – 11.45am (RH) SPRING Tuesday 10th March: Hub 1: 9am – 11.45am (BHM) Hub 2: 12.45pm – 3.30pm (WSY) Wednesday 11th March: Hub 3: 9am – 11.45am (RH) SUMMER Monday 15th June: Hub 1: 9am – 11.45am (BHM) Hub 2: 12.45pm – 3.30pm (WSY) Tuesday 16th June: Hub 3: 9am – 11.45am (RH)
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