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 2026 222 including nursery
Proportion (%) of pupil premium eligible pupils	November 2026 85 pupils 38%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2027 current year 2027 – 28 2028 - 2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mrs Boardman – Executive Headteacher
Pupil premium lead	Mrs Fiendley Head of School
Governor / Trustee lead	Mr Pilkington – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 2026 - 2027	£91,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0, 000
Total budget for this academic year	£91,450

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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, residentials

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

<u>Our context:</u>

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. Westleigh Methodist Primary serves a community experiencing high levels of income deprivation. In 2026, the school's average IDACI score is 0.54, compared with 0.37 across Wigan, placing it towards the more deprived end of local primary schools. Approximately 84% of pupils live in areas within the most deprived 30% nationally, compared with 41% across the local authority. This includes 26% living in the most deprived 10% of areas, compared with 12% locally.

Deprivation is evident across all year groups, with the highest average scores in Year 3 (0.60) and Year 5 (0.58). This context reinforces the importance of strong pastoral support, close partnerships with families and equitable access to learning and enrichment opportunities.

Changes to the IDACI methodology mean that 2026 scores cannot be directly compared with previous years. The measures describe deprivation in pupils' residential areas rather than individual family circumstances.

This picture of deprivation is further reinforced when one refers to the ACORN categorisation categories. Westleigh Methodist Primary serves a community with significant socioeconomic disadvantage. In 2026, 44% of pupils fall within the ACORN 'Low-income Living' category, compared with 25% across the local authority, while 33% are classified as 'Stretched Society', compared with 26% locally. Together, these categories account for approximately 77% of the school's intake.

The profile has gradually changed since 2023: the proportion in 'Low-income Living' has fallen from 58% to 44%, while 'Steadfast Communities' has increased from 13% to 20%. Nevertheless, the data highlights the continued importance of inclusive provision, strong family relationships and support to overcome barriers to learning. These classifications reflect pupils' residential areas rather than individual family circumstances.

November 2026's IDSR showed:

- School has 31% was FSM
- School pupil base deprivation was 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 – both physical and emotional. 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 2026 - 27
1	A very high number of pupils eligible for pupil premium also have identified SEND as evident on the SEND list which has been created in consultation with SENDCo, parents, staff and external professionals – Sep 2025 – 45% in total (27/60) Nov 2026 – 46.3% in total (31/67)
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	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.
4	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 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
5	Missed opportunities to gain a thirst for life-long learning, cultural capital and life skills – due to limited experiences outside the home.
6	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.
7	Our attendance data in 23 - 24 indicated that attendance among disadvantaged pupils has been between lower than that of non-disadvantaged pupils. However, in 2024 – 25 and 2025 - 26 our attendance showed a 'relative improvement' (IDSR Nov 2026). The IDSR November 2026 shows school is below national when comparing attendance data and persistent absence is close to average (non-sig).

	2023-2024 Pupil premium children's attendance = 92.07% Non-pupil premium children's attendance = 93.76% 2024 - 25 Pupil premium children's attendance = 93.6% Non-pupil premium children's attendance = 94.2% 2025 – 26 FSM6 attendance was 92.7% compared to national 92.3% so school was 'close to average' – again showing a 'relative improvement'. Attendance rates of disadvantaged pupils impacts on lost teaching and learning time.

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 2027, 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.	- 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: - 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.	- 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 individual needs. - Pupils causing concern are identified at the earliest point to receive targeted support. -
Improve children's educational and cultural experiences.	- 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.
Improve the communication and language skills for disadvantaged pupils in Reception and Nursery.	- High quality weekly interventions delivered by staff using WELLCOMM and NELI 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
Improve punctuality rates of disadvantaged pupils.	Overall punctuality among pupils eligible for PPG improves in order to diminish the gap between PPG and non-PPG pupils.
Improvement in attendance figures for those individuals in receipt of Pupil Premium.	Monthly attendance tracking sees an improvement in attendance for each pupil with the vast majority in line with national average. Swift action is taken in line with revised policies and procedures when attendance falls below standard in line with Working 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. • Early intervention provided to families such as through the Early Help process and Attendance contracts Reduce the number of persistent absentees among pupils eligible for PPG. **2023-2024 Figures** Non PPG Attendance - 93.76% PPG Attendance = 92.07% **2024-2025 Figures** Non PPG Attendance – 94.2% PPG Attendance = 92.6% **2025 - 2026 Figures** FSM6 attendance was 92.7% compared to national 92.3% so school was 'close to average' – again showing a 'relative improvement'. PPG Attendance = 92.7%

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: £11,540

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 | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 6, 7
In school	Pupils to be provided with high quality teaching and learning and specialist intervention to	1, 2, 3, 4, 6

CPD/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions specifically linked to Reading curriculum	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 | EEF (educationendowmentfoundation.org.uk)	
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.	Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading (though not necessarily comprehension). EEF Links: Phonics | EEF (educationendowmentfoundation.org.uk) EEF Phonics High Impact (+5 months) for very low cost, based on extensive research.	1, 2, 3, 6
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	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6

provide a systematic process to the teaching of Phonics, rapidly raising standards.		
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	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: £ 33,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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

	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. Together, every child and young person can flourish - AllChild	
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.	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. Timestable Rockstars provide opportunities for pupils to practice their skills independently both in school and at home. 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. EEF Links: Remote learning for pupils | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3,
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.	Accelerated Reader has proven track record to motivate, monitor, and manage students' independent reading and develop a true love for reading for all. EEF Links: Reading at the transition | EEF (educationendowmentfoundation.org.uk) Remote learning for pupils | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6
To provide specialist intervention for disadvantaged pupils with speech,	On entry data shows children to be working below the expected standard in communication and language. EEF Links: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	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.	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: EEF Links: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: EEF Links: Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4,

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

Budgeted cost: £45,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club to be free of charge for disadvantaged pupils who are persistently late.	Pupils will have a nutritional breakfast, a positive start to the day and increased concentration. Punctuality will be improved for pupils who are persistently late as demonstrated in previous data.	4, 7
Rewards for whole class attendance to motivate desired behaviours and	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	1, 4, 5

attendance within school. Cost of Christmas Extravaganza activities to ensure children have a celebration each year in case they do not get this at home.	for overcoming emotions are embedded, allowing the pupil to be intrinsically motivated. EEF Links: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	
A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils - 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	Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing. Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills. EEF Links: Arts participation | EEF (educationendowmentfoundation.org.uk) Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) Essential life skills | EEF (educationendowmentfoundation.org.uk)	1, 4, 5
Pastoral Manager employed to work directly with vulnerable pupils and families.	Expectations and standards of behaviour are exceptionally high throughout the school community. The Pastoral Manager has an integral role in maintaining these standards and responding quickly to more serious isolated incidents. The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning. Attendance continues to be a focus, with attendance being monitored by the Attendance officer, Pastoral Manager and Headteacher.	4, 6, 7

	DfE Reference: Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) EEF Links: Parental engagement | EEF (educationendowmentfoundation.org.uk) Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £91,450

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 2025 - 26

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

Enrichment Opportunities

Our focus on enrichment has had impact for children and their families:

Year 3 child (Board Games Club) - I enjoyed playing board games with my friends. I showed good teamwork skills.

Year 3 child (Creative Writing Club) - I liked that there was a competition I could enter for my writing. I learnt about local history and improved my writing skills.

Year 2 child (Dance Club) - I was helped by the teacher.

Year 6 child (Booster Club) – It helped me thrive in SATs.

Parent (MTC Club) – My child ‘loved the MTC group - him and his friends became really enthusiastic about it’.

Parent (Music) - Accessed music lessons and rock steady. Enjoyed them thoroughly. It's been a pleasure to hear the positive feedback about music talent and ability.

Parent (Physical Phonics) - The teacher ‘generously gave her time after school to provide additional one-to-one phonics support, and the difference it has made has been tremendous. Her patience, dedication, and commitment to helping him build his confidence and reading skills have been truly appreciated. We are incredibly grateful for the care and effort she has invested in his learning’.

Attendance of our disadvantaged pupils

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (2 term)	186	93.8%	94.9%	Below	Relative improvement	-
2024/25 (3 term)	185	93.6%	94.8%	Below	Relative improvement	High - SEN
2023/24 (3 term)	182	92.2%	94.5%	Below	Relative decline	High - SEN

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (2 term)	61	92.7%	92.3%	Close to average	Relative improvement	-
2024/25 (3 term)	63	92.5%	92.3%	Close to average	Relative improvement	High - SEN
2023/24 (3 term)	62	89.7%	92.0%	Below	Relative decline	High - SEN

Overall attendance shows an improving trend, rising from 92.2% in 2023/24 to 93.6% in 2024/25 and 93.8% across the first two terms of 2025/26. Although attendance remains below national, the gap has narrowed from 2.3 to 1.1 percentage points, with relative improvement recorded in the latest two years.

Attendance for FSM6 pupils has improved considerably, from 89.7% to 92.7% over the same period. It is now above the national FSM6 figure of 92.3% and within the ‘close to average’ band. The attendance gap between FSM6 pupils and all pupils in school has also narrowed from 2.5 to 1.1 percentage points.

These figures indicate positive progress, particularly for disadvantaged pupils, while improving overall attendance remains a priority. The latest figures cover two terms, so comparisons with previous full years should be treated with care.

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 2026 - 27 academic year, 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 in the academic year 2026 - 27, 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 2025 -26 our disadvantage pupil attainment was:

- 50% achieved the required standard in the Phonics Screening Check at the end of Year 1 (non-PP 61%)
- 77% achieved the required standard in the Phonics Screening Check at the end of Year 2 (non-PP 94%)
- 25% achieved a score of 25 in the Year 4 Multiplication Check (non-PP 31%)

<u>End of KS2 Data</u>

2025 - 26	PP X on roll		Non-PP x on roll	
	EXS %	GD %	EXS %	GD %
Combined R, W, M	29	0	69	0
Reading	43	7	69	13
Writing	50	0	69	19
Maths	50	7	69	31
GPS	36	7	63	31

During the academic year 2026 – 27 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
NELI	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

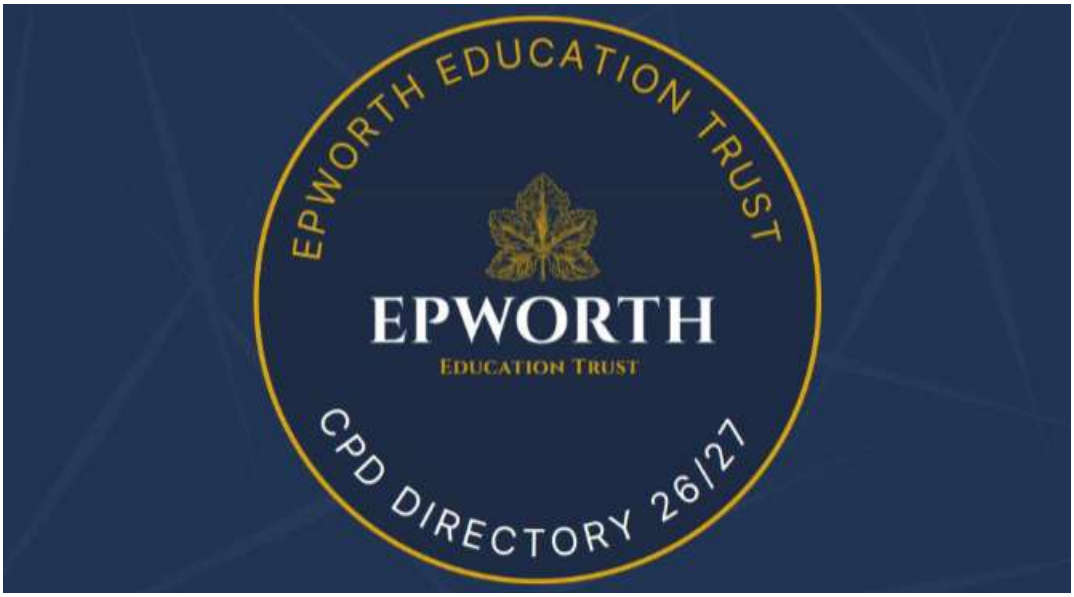
Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

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 Directory



Welcome to the Epworth Education Trust CPD Directory

WELCOME

At Epworth Education Trust, we believe that continuous professional development is key to helping every member of our community flourish and succeed. Guided by our vision – ***"To be a family of schools working together so all within our communities can flourish and succeed"*** – and our core values of Aspiration, Inclusivity, Integrity, Wisdom, Generosity, and Collaboration, we are committed to supporting your growth and professional journey.

This CPD Directory has been designed to provide you with a rich and varied range of learning opportunities. Whether you're looking for essential training for your role, or seeking to broaden your expertise, you'll find options here that are flexible, accessible, and tailored to your needs. Training is available in a range of formats, including face-to-face sessions, webinars, and online modules, so you can engage in a way that suits you best.

You'll find:

- **Essential Training:** Statutory or role-essential courses to ensure you have the skills and knowledge needed for your role.
- **Optional Training:** Opportunities to develop further and pursue areas of personal and professional interest.
- **Easy Navigation:** Training is grouped by professional role, with direct links from the contents page to your section. You can return to the contents page at any stage by clicking on the symbol. The symbol highlights embedded links throughout the directory, so you can easily access training sessions with just one click.

Our CPD Directory is a live document, updated regularly in response to your feedback and emerging best practice, making sure that our offer stays relevant and impactful.
We encourage you to explore the opportunities available and select training that aligns with your Professional Learning Review (PLR) goals and personal aspirations.

Your Dedicated Trust CPD Time

To support your professional growth, every member of staff is allocated **5 hours of dedicated Trust CPD time each academic year**. This time is set aside specifically for your development, in addition to regular school-based training.

- **How it works:** Each half term, staff are invited to complete one hour of CPD. For teachers, this hour is used to complete **Tier 1 Essential Trust Training**, which is delivered during staff meeting time, typically on the second Monday of each half term.
- **For wider staff:** All other staff are also encouraged to use this time for their own CPD, choosing from the opportunities in this directory. You have the flexibility to complete your session at school or at home, selecting training that best suits your role and interests.
- **Recording your CPD:** After each session, please complete the evaluation form available in the Teams channel and upload it to Edupay to log your participation.

This dedicated CPD time is part of our commitment to helping every colleague develop their expertise and contribute to the flourishing of our Trust community.

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TEACHERS

Teachers CPD on the Trust YouTube Channel

ESSENTIAL TRAINING

Key development area	Focus		Delivery Method	Dates	CPD Provider(s)
Compliance	GDPR for education		Online	Every 3 years	Smartlog
Estates, Health & Safety & compliance	Writing effective Risk Assessments		In person / Webinar	TBA	Trust
Health and Safety / Safeguarding	Team Teach/Safer Handling (informed by HT)		In person	Every 3 years	Trust / External
Behaviour	Restorative Practice		Online / Webinar	On induction / On demand	Trust YouTube channel
Curriculum, Teaching and Learning, Assessment	Adaptive Teaching		Online / Webinar	On induction / On demand	Trust Youtube channel
Best practice and SEND training	Trust SEND Strategy		Online resource	On demand	Trust
Best practice and SEND training	Trust Toolkit		Online resource	On demand	Trust
Assessment	Using PIXL assessment		Online / Webinar	On demand	Trust
Assessment	Using Arbor to track assessment data		Online / Webinar	On demand	Trust
Health and Safety / Safeguarding	Evolve EVC		Online	On induction / Every 3 years	Educational Visits Adviser - Rochdale

TEACHERS

TEACHERS

Teachers CPD on the Trust YouTube Channel

	Key development area	Focus		Delivery Method	Dates	CPD Provider(s)
OPTIONAL TRAINING	Safeguarding	DSL Training (including EYFS DSL)		Online	Once	SSS Learning
	Safeguarding	DSL Refresher training (including EYFS DSL)		Online	Every 2 years	SSS Learning
	Parent communication	How to Talk To Parents - Teacher Advice for Challenging Conversations		Online	Annually	My Progression training (You tube)
	Curriculum, Teaching and Learning, Assessment	Retrieval and Planning		Online / Webinar	On induction / On demand	Trust YouTube channel
	SEND	Understanding Autism		Online / Webinar	On demand	MAST YouTube
	Curriculum, Teaching and Learning, Assessment	Effective questioning' in lessons to support pedagogy and practice		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	Pedagogy - Deliberate Practice - Modelling 1		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	Pedagogy - Deliberate Practice - Modelling 2		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	Pedagogy - Sharing the content - Questioning		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	Pedagogy - Maximising Learning - Retrieval Strategies		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	Pedagogy - Sharing and delivering the content - Effective Planning		Online / Webinar	On demand	Trust YouTube channel

TEACHERS

TEACHING ASSISTANTS

Teaching Assistants CPD on the Trust YouTube Channel

	Key development area	Focus		Delivery Method	Dates	CPD Provider(s)
ESSENTIAL TRAINING	Food Hygiene (Teaching assistants & before and after school club)	Food Hygiene		Online	Every 3 years	Smartlog
	Compliance (Teaching assistants & before and after school club)	GDPR for education		Online	Every 3 years	Smartlog
	Estates, Health & Safety & compliance	Writing effective Risk Assessments		In person / Webinar	TBA	Trust
	Health and Safety	First Aid Training (informed by Headteacher)		In person	Every 3 years	Trust / External
	Health and Safety / Safeguarding	Team Teach/Safer Handling (informed by Headteacher)		In person	Every 3 years	Trust / External
	Behaviour	Restorative Practice		Online / Webinar	On induction / On demand	Trust YouTube channel
	Curriculum and Pedagogy (HLTAs)	Adaptive Teaching		Online / Webinar	On induction / On demand	Trust YouTube channel
	Curriculum and Pedagogy (HLTAs)	Retrieval and Planning		Online / Webinar	On induction / On demand	Trust YouTube channel
	Best practice and SEND training	Trust SEND Strategy		Online resource	On demand	Trust
	Best practice and SEND training	Trust Toolkit		Online resource	On demand	Trust

TEACHING ASSISTANTS

TEACHING ASSISTANTS

Teaching Assistants CPD on the Trust YouTube Channel

OPTIONAL TRAINING

Key development area	Focus		Delivery Method	Dates	CPD Provider(s)
Teaching support (Existing TAs)	**Level 3 Teaching Assistant**		Synchronous Online Learning (70%) and Asynchronous Online Learning (20%)	18 months + 3 months EPA Window	NSE Apprenticeships (Speak to Trust)
Teaching support & teaching (Existing TAs/HLTAs / Prospective Teachers)	**Level 5 Specialist Teaching Assistant (SEND/Social Emotional Well-being/Curriculum)**		Synchronous Online Learning (70%) and Asynchronous Online Learning (20%)	24 months + 3 Month EPA Window	NSE Apprenticeships (Speak to Trust)
Health and Safety	**First Aid at Work**		In person	Every 3 years	External
Health and Safety	**Emergency First Aid**		In person	Every 3 years	External
Curriculum development	**Teaching Comprehension KS1 & HLTAs Teachers**		Online / Webinar	On demand	Trust YouTube channel
Curriculum development	**Teaching Comprehension KS2 & HLTAs Teachers**		Online / Webinar	On demand	Trust YouTube channel
Curriculum development	**Effective Feedback Strategies inc Marking**		Online / Webinar	On demand	Trust YouTube channel
Curriculum development	**Know and Remember More**		Online / Webinar	On demand	Trust YouTube channel
EAL	**Integrating EAL and SEND Provision in Schools Course**		Online modules	3 hours	The Bell Foundation

TEACHING ASSISTANTS