



Pupil premium strategy statement – West Witney Primary School and Nursery

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25, 2025-26, 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr S.Birnage, Headteacher
Pupil premium lead	Mr D. Long, Deputy Headteacher
Governor / Trustee lead	Mrs L.Upson: Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	N/A

Part A: Pupil premium strategy plan

Statement of intent

At West Witney Primary School and Nursery, we are united by a belief that **every** child, regardless of background or circumstance, deserves to thrive academically, socially and personally. We are committed to providing a happy, nurturing and ambitious learning environment where all pupils are guided to achieve their best and develop the confidence, curiosity and resilience needed for future success.

Our Pupil Premium strategy is designed to ensure that disadvantaged pupils consistently achieve outcomes that are at least in line with, and increasingly above, their non-disadvantaged peers by the end of 2026–27. We recognise that disadvantage is not a barrier to high attainment, and that equity (not equality) is the key to enabling all children to flourish.

At the heart of our approach is a commitment to high-quality, evidence-informed teaching. Research consistently demonstrates that excellent classroom practice has the greatest impact on closing attainment gaps. Teachers use rigorous assessment, diagnostic analysis and responsive, adaptive teaching to identify and address gaps in learning. We prioritise professional development to ensure staff have the expertise, confidence and knowledge to deliver this effectively.

Alongside this, we use targeted academic support, including small group and one-to-one tuition, to accelerate progress for those who need it most. This provision is precisely matched to pupils' needs and regularly reviewed for impact.

We also understand that children must be ready to learn. Our wider strategies therefore focus on reducing barriers such as poor attendance, emotional regulation and limited access to enrichment. Through strong pastoral systems, family engagement and inclusive enrichment experiences, we ensure that every child feels valued, supported and inspired.

Our strategy is driven by ongoing evaluation. Leaders, teachers and governors share collective responsibility for improving outcomes for disadvantaged pupils and continually reflect on what is working, what needs to change, and how we can refine our approach to secure sustained, long-term impact.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment gaps in reading, writing and maths</u> between disadvantaged and non-disadvantaged pupils Internal and external (where available) assessments, observations and discussions, indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in some year groups. The gap in attainment outcomes demands further narrowing.
2	<u>Comparatively poor oral language skills</u> between disadvantaged and non-disadvantaged pupils Our assessments, observations and discussions indicate that there are relatively poor oral language skills of children, who are eligible for the pupil premium, entering nursery and reception. Some children, very often those who are disadvantaged, from Years 1-6, are also showing poor language skills.
3	<u>Many disadvantaged pupils require additional nurture support</u> in school to allow them to focus on learning. Our assessments, including the Boxall Profile, and the number of referrals being made, shows that additional emotional support in school is needed for many pupils eligible for pupil premium. This is required to allow them to focus on learning.
4	<u>Behaviour Support</u> Our in-school tracking of behaviour incidents and suspensions indicates that disadvantaged pupils are more likely to exhibit challenging behaviours, impacting their learning.
5	<u>Parenting support/Engagement</u> -Over several years, there was a noticeable increase in the number of disadvantaged pupils who were subject to CP, CIN, EHA/TAF processes. -Our summative assessments show that, despite survey results reporting a high level of reading for pleasure amongst all year groups, children are not reading at home with the regularity needed to build the requisite levels of stamina and fluency.
6	<u>Wider Experiences</u> Life experiences can be limited for those pupils from disadvantaged or vulnerable households. This is exemplified in national statistics, but also through discussions with children and parents within the school community.
7	<u>Attendance</u> Our records show that the attendance of disadvantaged children is lower in comparison to non-disadvantaged children, in some classes.

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 reading, writing and maths attainment for disadvantaged pupils	By 2026-2027 at least 65% of disadvantaged pupils achieve the expected standard in writing at the end of KS2. Attainment differences narrow in all year groups between disadvantaged and non-disadvantaged pupils. This will be replicated in both reading and writing. Or, above the national outcome. KS2 outcomes in 2026/27 show that more than 50% of disadvantaged pupils have met the expected standard in reading, writing and maths. Or, above the national outcome.
Improved oral language skills and vocabulary among disadvantaged pupils	Observations and assessments, using the 'OxED' system, indicate significantly improved oral language among disadvantaged pupils. Evidently, Early Years outcomes should show meaningful improvement, to support children to access the school's curriculum. This improvement should be evident in: standardised scores, engagement in lessons; book scrutiny, summative assessments and in the pupils' voice. Improvements will be seen in four key areas of language: Expressive vocabulary; listening comprehension; receptive vocabulary and sentence repetition.
To improve levels of emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high-levels of wellbeing from 2026/27, demonstrated by: Qualitative data from pupil voice, child and parent surveys and teacher observations.
To reduce the number of behaviour incidents overall and particularly for those who are 'disadvantaged'.	-A reduction in the number of incidents and suspensions.
-Improved and sustained parenting capacity, ensuring support is given to help children achieve academically. -Improved levels of reading enjoyment among disadvantaged pupils, leading to improved attainment.	- By 2026-2027 evidence of the impact of pastoral support to families by: • Positive outcomes from EH/TAFs • Parent surveys and feedback • Fewer re-referrals for support -KS2 outcomes in 2026/27 show that more than 65% of disadvantaged pupils have met the expected standard in reading. Pupil surveys show an increased enjoyment of reading and frequency with which children read at home.
To improve levels of engagement for all pupils, but particularly	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils, evidenced from registers from clubs, trips and events.

disadvantaged pupils, by providing a wide range of enrichment opportunities.	
Improved attendance of disadvantaged pupils	Attendance of disadvantaged pupils is in-line with non-disadvantaged pupils. The attendance and punctuality of identified pupils will increase and therefore a narrowing of the gap between disadvantaged and non-disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £56,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised, diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil, to help ensure they receive the correct additional support through quality first teaching or additional interventions. Learning is most likely effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. EEF: 'Exploring the Evidence: 'Adaptive Teaching' and Effective Diagnostic Assessment'	1,2,3
Implementation of a Dialogic / Instructional Coaching Model for All Teaching Staff	Instructional coaching is consistently identified as one of the most effective forms of professional development, with strong evidence showing its positive impact on teacher practice and pupil outcomes. Research from the EEF and the Education Endowment Foundation's PD Guidance Report highlights that coaching models providing sustained, personalised, goal-oriented dialogue are particularly effective for improving classroom practice and supporting disadvantaged pupils. (EEF <i>Effective Professional Development</i>; Kraft, Blazar & Hogan 2018 meta-analysis)	1,2,4

Continued development of the “TFP” structured phonics delivery across Nursery, Reception and KS1 Staff CPD and monitoring of the effectiveness of the delivery.	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 EEF Phonics Toolkit Strand	1,5
Lesson study model of peer support/mentoring to focus on the provision PP pupils receive in the classroom. Feedback given in relation to pedagogical approaches to support PP children. Funding of teacher release time for peer planning, observations and quality feedback.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching narrows the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. EEF guidance report regarding effective professional development.	1,2,4
Embedding dialogic activities across the school curriculum, ensuring the teaching of a broad and balanced curriculum to allow <u>all</u> learners to thrive. Such dialogic strategies can support pupils to articulate key ideas, allowing consolidation of understanding and a chance to acquire and extend vocabulary. There will be training costs, including support from our S&L therapist, CPD sessions will be required, as well as monitoring from the senior leadership team and subject leaders.	A great deal of robust evidence exists that indicates that oral language interventions and high-quality, regular opportunities to extend vocabulary has a positive impact on reading, writing and maths, as well as the wider curriculum. Oral Language Toolkit Strand- EEF	1,2,3,4,5
Involvement with the Maths Hub. Release time for subject lead to attend training and regional events.	The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches. DfE document- Maths Guidance KS1 and 2 Improving Mathematics in KS2 and 3 EEF document	1

-CPD time to disseminate changes or additions to the quality practice of the maths mastery approach		
To embed a mastery curriculum for writing, re-mapping the whole-school long term plan, embedding a new whole-school assessment framework and integrating checkpoint writes to improve rigor and standards when writing, supporting retrieval, consolidation and motivation.	Recommendations purported by the EEF are based on the based-available international research, along with consulting literacy experts. EEF: Improving Literacy in KS1 Improving Literacy in KS2 Early Literacy	1, 2
Embedding a metacognitive approach to learning across the school curriculum, ensuring the teaching of a broad and balanced curriculum to allow <u>all</u> learners to thrive. Metacognitive approaches will also further develop children's motivation and behaviour for learning.	The average impact of metacognition and self-regulation strategies, in primary schools, is an additional eight months' progress over the course of a year. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. EEF Metacognition and Self-Regulation Toolkit Strand	1,4
Implementation of a Foundational Knowledge and Long-Term Memory Policy	EEF cognitive science guidance emphasises that teaching approaches which help pupils to build secure foundational knowledge and retain it in long-term memory—such as retrieval practice, spaced practice, and explicit instruction—have strong evidence of effectiveness. Embedding these approaches across subjects improves pupils' ability to access complex learning and reduces the disadvantage gap by ensuring all learners acquire essential prior knowledge. (EEF <i>Cognitive Science Approaches in the Classroom</i>; Rosenshine's <i>Principles of Instruction</i>; DfE 'Strong Foundations' document)	1

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

Budgeted cost: £28,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
As a result of rigorous gap-analysis in reading, writing and maths, targeted group interventions, delivered by HT, DHT, additional HLTA and TAs, will be utilised to support disadvantaged pupils.	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills Small Group Tuition Toolkit Strand- EEF	1,2,
As a result of rigorous gap-analysis in reading, writing and maths, targeted one-to-one interventions, delivered by DHT, additional HLTA and TAs, will be utilised to support disadvantaged pupils.	One to one tuition is very effective at improving pupil outcomes. One to One Tuition Toolkit Strand- EEF	1,2,
As a result of rigorous gap-analysis in reading, writing and maths, after school booster and tutoring groups, will be offered, to support disadvantaged pupils, specifically those in Upper Key Stage 2	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills Small Group Tuition Toolkit Strand- EEF	1,2,5
To address the need to develop the oral language skills for children, particularly in Early Years and those who are disadvantaged, an independent speech and language therapist will be used one day a week. Support includes: one-to-one and small group work, CPD for staff and additional support for children with SEN, who may be disadvantaged. Further TA hours have been allocated for a HLTA to lead	Evidence shows that oral language interventions have a high impact on children's development and learning. Some children may struggle specifically with spoken language. We as a school must consider how we identify pupils that need additional support around oral language and articulation. Oral Language Interventions Toolkit Strand- EEF	1,2,4,5

oral interventions, working closely with the S&L therapist.		
Purchase of standardised, diagnostic assessment system to accurately ascertain gaps in speech and language development. Gap to be analysed and interventions created by the school's S&L therapist. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil, to help ensure they receive the correct additional support through quality first teaching or additional interventions. Learning is most likely effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. It is important that spoken language activities are matched to learners' current stage of development, so that it extends learning their learning and connects with the curriculum. EEF assessing-learning-in-the-new-academic-year Oral Language Interventions Toolkit Strand- EEF	<u>2</u> , 1, 4
After school homework ("enrichment") club, led by class teacher and HLTA to support the academic needs of disadvantaged pupils.	Homework has a high impact on learning, particularly when linked to classroom work. When quality feedback is given, there is a higher impact on learning. Some pupils may not have a quiet space for home learning – it is important for us to consider how home learning can be supported (Therefore, providing homework clubs for pupils). Homework Toolkit Strand- EEF	1,2,3,4,5
Pupil premium pupils will receive emotional and social support, if required, through targeted interventions, delivered and monitored by SENco and ELSA lead. Further CPD is needed for intervention delivery to be optimised.	While research focuses primarily on academic outcomes, it is important to remember the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Monitoring the efficacy of SEL approaches is vital.	3

	Social and Emotional (SEL) Toolkit Strand- EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
The external Mental Health Support Team provide sessions to support families. Need for family support identified in the “Pastoral Team” meetings.	More “academic” support for parents, linking to their understanding of curriculum content can be impactful, as well as giving support for “families in crisis” or indeed the families of vulnerable children who may need some extra support to help with a child’s academic and emotional wellbeing. Parental Engagement Toolkit Strand- EEF	All, but particularly 3 and 4
Inclusion Support Teacher employed (full time) – leading the school’s AP unit, expanding the programme of universal, targeted and bespoke support for families. IST to support SEMH needs of pupils and parenting programmes. IST will join the school’s <i>DSL safeguarding team</i>, working alongside children and parents to improve children’s readiness to learn.	The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF	3,4,5
Continue to enact robust attendance/absence procedures based on DfE advice. Attendance Officer to monitor and respond to absences against rolling patterns of attendance.	The DfE’s studies indicate that pupils who consistently attend school are more likely to pursue higher education and ultimately secure better employment opportunities. Working together to improve school attendance - GOV.UK (www.gov.uk)	5, 7
All (Nursery to Year 2) children to access Forest School sessions, to enhance social	Physical activity is shown to have important benefits in terms of health, wellbeing and physical development.	1,2,3,4

skills, resilience and self-esteem.	With better levels of emotional wellbeing, children can access the broad curriculum more fully. The evidence indicates approaches that focus on improving social interaction between pupils, are effective in developing SE wellbeing, thus supporting well-rounded learning. Physical Activity Toolkit Strand- EEF Social and Emotional (SEL) Toolkit Strand- EEF	
Nurture sessions, including cooking and craft sessions, aimed at improving self-esteem and resilience run by TA, with targeted children.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	1,4
Early Birds morning club provided for those vulnerable children in need of emotional support and support to improve lunch-time behaviour, thus benefitting behaviour for learning.	A combination of behaviour approaches to reduce overall disruption and provide tailored support where required, are shown to have an effective impact on improvements in attainment. Behaviour Interventions Toolkit Strand-EEF Social and Emotional (SEL) Toolkit Strand- EEF	3,5
Continued embedding of a comprehensive entitlement offer that provides all pupils—particularly disadvantaged pupils—with high-quality enrichment experiences mapped directly to the curriculum, reinforcing key knowledge and supporting cultural capital development. These experiences are designed to strengthen long-term memory, deepen understanding, and ensure pupils can apply learning in real-world contexts.	Evidence that supports this approach High-quality enrichment and wider experiences can help close disadvantage gaps by increasing pupils' cultural capital, supporting vocabulary development, and strengthening engagement with learning. The EEF's <i>Wider Strategies</i> guidance notes that well-designed enrichment can improve behaviour, attendance, and pupils' readiness to learn, particularly for disadvantaged pupils. The EEF also states that experiences which allow pupils to revisit and apply taught knowledge can improve retention	

	and strengthen long-term memory, especially when these activities are carefully linked to curriculum content.	
Financial assistance offered for all PP children to attend any enrichment activities provided by the school.	In order for children to experience an full, enriching curriculum, this spend is imperative.	3,5
Contingency fund for acute issues.	Based on our experiences at West Witney and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £110,595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

What difference did the PPG funding make to eligible and other pupils?

Aspirational targets were set for all pupils including those for whom Pupil Premium funding is received. Whole-school initiatives to improve QFT, with the associated training costs, has continued to be impactful. With investment in additional support across the school, PP pupils, and others, benefited from interventions to address any gaps in learning.

24-25 KS2 Attainment

*In **Reading**, the percentage of our disadvantaged pupils working at ARE or above was slightly lower than the disadvantaged national, but close to the average (gap of 7%). This outcome in reading is mostly attributable to all of the PPG cohort missing the ARE threshold were receiving SEN support, or had an EHCP. However, a greater scrutiny continues to be placed on the children's reading stamina and fluency, ensuring foundational knowledge and skills are fully secured. Reading speed results (a well-respected indicator of reading fluency) were strong; this hasn't necessarily translated to appropriate stamina levels, needed to maintain fluency.

*In **Writing**, the percentage of our disadvantaged pupils working at ARE was lower than the disadvantaged national average: A gap of 34%. However, the three-year trend is in line with the gap between disadvantaged and non-disadvantaged children, nationally, at 20%. A mastery curriculum, in writing, is being embedded during the 25-26 academic year, with a new writing assessment framework applied in all year groups.

*In **Maths**, the percentage of our disadvantaged pupils working at ARE or above was lower than the previous year, meaning the widened gap, based on 24-25 outcomes. However, the three-year trend is 2% away from the national gap, so not concerning, although a gap to continue to monitor. Again, those children who did not achieve the ARE were in nearly all cases receiving SEN support or had an EHCP.

The school's combined percentage of those children who are 'disadvantaged' achieving the expected standard in reading, writing and maths is 'close to average' nationally, reflecting no concern. This is the key statistic to reflect an improvement in children's life chances.

Internal tracking:

Our **internal tracking**, across the school, shows the **whole-school attainment** percentages of those disadvantaged children working at ARE (in their respective year groups) has increased, with the exception of writing:

In **Reading**: Disadvantaged pupils (PP and FSM) are behind the 'all' group. While 80.68% of all pupils are achieving *at or above*, 57.81% of 'Disadvantaged' pupils are meeting this standard—a gap of around 23 percentage points. This is very similar to the national gap, compared with statutory outcomes. The proportion of *Disadvantaged*

pupils working at the ARE grew nearly 8% from the previous year and nearly 13% across two years.

In Writing: The PPG gap (35.57%) is above our threshold of 23%, with 44.26% of PPG children achieving ARE. Targeted intervention is required for disadvantaged writers. Additionally, the implementation of a mastery-based writing curriculum should show marked improvements for slower-graspers. However, the proportion of The PP Group working at the ARE increased by 2.5% on the previous year.

In Maths: The PPG gap is 30.38%, which exceeds our 23% threshold. 54.1% of PPG pupils reached ARE, indicating a need for focus on disadvantaged pupils in mathematics. The school's targeted intervention, informed by diagnostic gap-analysis, aims to address this. Pleasingly, the proportion of PP children, across the school achieving the ARE in Maths increased by 3% from the previous year.

In 24-25, 38% of disadvantaged pupils, across the school were working at the combined ARE. This has increased by 11% from the previous academic year. The PPG gap is 33.5%, exceeding the 23% threshold, based on KS2 statutory outcomes. This is a priority for focused intervention and additional in-class scaffolding or tutoring support.

Progress for PPG children in reading, writing and maths across three years was strong, in all year groups, comparing favourably to non-PPG children. This was based on the proportion of children making expected or better than expected progress.

Reading PP Group: 88.9% made expected or better progress (0.8% below non-PPG)

Writing PP Group: 86.1% made expected or better progress (0.1% above non-PPG)

Maths PP Group: 80.6% made expected or better progress (1.2% below non-PPG)

24-25 Attendance

Overall school attendance was 95.4% (0.5% above the national figure). Our attendance for disadvantaged pupils was 93.6%. A gap to non-disadvantaged children of 1.8%. This is 0.5% higher than the figure, nationally. The persistent absence difference between disadvantaged and non-disadvantaged pupils was 8.8%. National average was 10.1% difference. The school's figure for persistent absence for children deemed 'disadvantaged' was 4.1% below the national level. This suggests that the school's rigorous approach to tracking the attendance of our 'disadvantaged pupils', with subsequent support for those that needs it, is working.

24-25 Behaviour

Behaviour: There was a disproportionate number of disadvantaged pupils involved in behaviour incidents in 2024/25. With 16% of children eligible for the PP grant, last

year, ~65% of behaviour incidents were involving those eligible for the grant. Just under 40% of the children involved in incidents were children qualifying for the PPG. 75% of children who have accessed either external or our internal alternative provision unit are *disadvantaged* children. There is further nuance to this data, however, it would be remiss of the school to not put positive actions in place.

Parenting Support:

The school has received strong outcomes in 24-25 parental survey. 95% of parents say their child is happy at school and 94% say that their child feels safe at school. 71% of our disadvantaged children have had social service involvement, at some level, since joining the school, meaning support to families and children in this area is more important than ever.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
The Nurture UK Programme	The Mulberry Bush School

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

The SPP is there for schools to provide mainly pastoral support for Service children. Examples of how some schools have used the funding include:

- 'Skype time' clubs
- Mobility coordinator (for those school with a high percentage of children in receipt of service funding).
- Counselling, nurture groups, ELSA, etc
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At West Witney, the funding goes towards our Nurture provision in school. This includes the employment of ELSAs, a Talking and Drawing TA, Nurture Team (trained by Mulberry Bush and Nurture UK) and a Therapy Dog. This provision is available to children in receipt of SPP. In addition, we are able to support with the payment of trips or residentials, if this was required. Schools do not have to keep a separate 'pot' of money for each eligible pupil. We use it alongside the Pupil Premium grant so that we can provide high quality nurture provision. The school historically has a low number of service children (2024-25 6 children, 0.01%).