

Pupil premium strategy statement

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

Our strategy is based on the evidence we have gathered and the priorities we have identified here at West Town Lane Academy (WTLA). The Education Endowment Foundation (EEF) has collated guidance and tools using an extensive body of research to inform these resources and we have chosen to use these, along with the aforementioned, to guide and inform our strategy. We will use the Department for Education (DfE) recommended three-year plan, as the transition towards the EEF's tiered model approach (see appendix A) requires a gradual response.

School overview

Detail	Data
School name	West Town Lane Academy
Number of pupils in school	633
Proportion (%) of pupil premium eligible pupils	18% (114)
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October (annually)
Statement authorised by	Adrian Robbins
Pupil premium lead	Sarah Franklin
Governor / Trustee lead	Louisa Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156 739
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 156 739

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 is that all pupils here at West Town Lane Academy are given the opportunities and support to achieve their full potential. We have consistently high expectations of every learner and will ensure that our Pupil Premium Strategy has considered the challenges faced by disadvantaged pupils in order for them to make good progress and achieve outcomes in line with their non-disadvantaged peers throughout their time here with us. Vulnerable learners will leave West Town Lane Academy having received a broad and balanced curriculum which will support them academically, socially and emotionally, preparing them for their secondary education.

Our Pupil Premium Strategy aims to address the gaps that have developed for these children by primarily focusing on a high quality offer of teaching and supplemented by targeted interventions and access to wider opportunities that may not be ordinarily available to these pupils.

Closing the attainment gap between disadvantaged and non-disadvantaged pupils is vital if we are to assist social mobility and our holistic approach, invested in by all staff at West Town Lane Academy, aims to support children to achieve their full potential.

Our strategy is based on the evidence we have gathered and the priorities we have identified. The Education Endowment Foundation (EEF) has collated guidance and tools extensive body of research

Challenges

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

Challenge number	Detail of challenge
1	Reading, Writing and Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Gaps in phonics knowledge means that disadvantaged pupils do not access reading materials, and therefore the wider curriculum, as successfully as their peers.
3	Disadvantaged pupils and their families have greater SEMH needs
4	Access, for these pupils, to wider learning experiences are limited
5	Typically lower attendance

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
Disadvantaged pupils' progress (in reading, writing and maths), is in line with non-disadvantaged pupils.	• Data shows that progress for this group is in line with non-disadvantaged pupils in reading, writing and maths.
Disadvantaged pupils attainment is in line with non-disadvantaged pupils at the end of KS1 and KS2.	• Outcomes for disadvantaged pupils in line with the national average (NA)
Attendance for disadvantaged pupils is good.	• Disadvantaged pupils attendance is in line with non-disadvantaged pupils and where this is not the case support plans are in place.
Disadvantaged pupils experience a broad range of activities that extend beyond the school curriculum.	• Disadvantaged pupils attend extra-curricular clubs and activities.
Wellbeing and mental health of disadvantaged pupils is improved and sustained.	• Vulnerable pupils show sustained wellbeing through pupil voice and wellbeing questionnaires. • Learning behaviours of disadvantaged pupils demonstrate resilience and determination – a reflection of wellbeing and good mental health.

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: £76 126

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College CPD resources	Research by the EEF shows high quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Education Endowment Foundation (EEF) evidences good teaching as "the most important lever to have to improve outcomes for disadvantaged children" https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance.pdf	1,2,3
Deputy and Assistant Head to support and facilitate school and teacher development.	Research by the EEF shows high quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Education Endowment Foundation (EEF) evidences good teaching as "the most important lever to have to improve outcomes for disadvantaged children" https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1648715505 https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance.pdf	1,2,3
Additional teacher in Year 5/6 and HLTA to increase capacity for high quality teaching and learning/intervention	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3

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

Budgeted cost: £39 991

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

ULS Phonics Interventions	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,5
1:1 Early Reading Support	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Reading comprehension strategies are high impact on average (+7 months). Alongside phonics, this is a crucial part of early reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies EEF	1,2,3,5
KS2 Reading Comprehension Intervention	Reading comprehension strategies are high impact on average (+7 months). Alongside phonics, this is a crucial part of early reading. Reading comprehension strategies EEF	1,2,3,5
Writing, Reading and Maths Small Group Tuition/Intervention	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,5

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

Budgeted cost: £38 823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead - ongoing monitoring, evaluation and implementation of processes to improve attendance.	Working Together to Improve School Attendance – Department for Education WTTISA	1,2,3,4,5
Pastoral Support Worker	Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1,2,3,4,5

(Supporting pupils and parents)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Art Therapy (to include self-regulation)	Overall, the average impact of arts participation on other areas of academic learning appear to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4,5
Financial support for extra-curricular activities/Easter Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3, 4

Total budgeted costs £154 940

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium Phonics Outcomes

Yr1 24/25 71% 23/24 50%

Yr2 84% 23/24 40%

Pupil Premium MTC

24/25 42% 23/24 36%

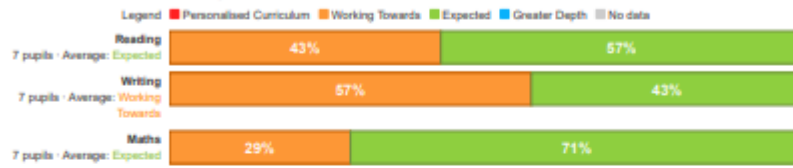
Average Marks 24/25 20 23/24 17

Pupil Premium KS2 RWM Combined

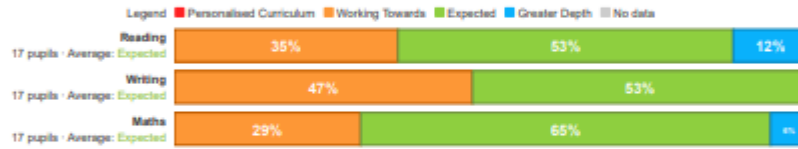
24/25 35% 23/24 29%

Attainment Overview for Pupils (from 2024-2025) who are pupil premium - 2024-2025 Summer - Main Assessment

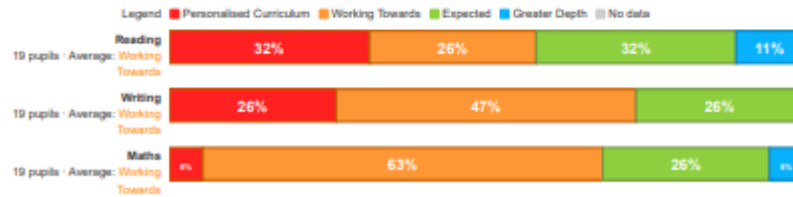
Reception



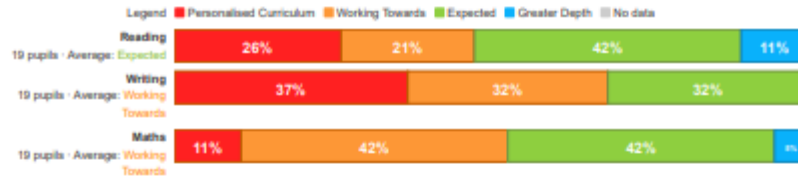
Year 1



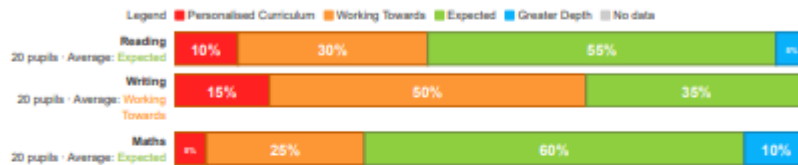
Year 2



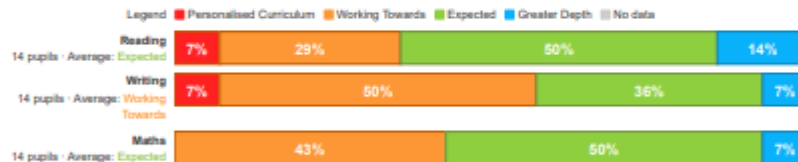
Year 3



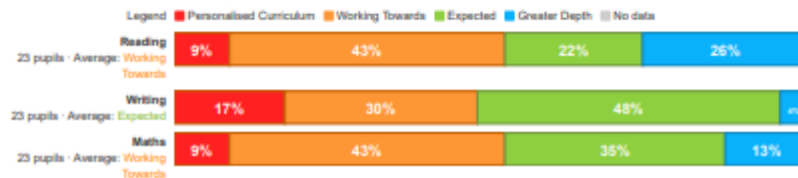
Year 4



Year 5



Year 6



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
Times Tables Rockstars	TT Rockstars
ELSA	ELSA Support
Anti-Bullying Ambassadors	Anti-Bullying Alliance
Nessy Literacy Support	Nessy
Hamish and Milo	Hamish and Milo
Bucket Time	Attention Autism
Talking Tunes	Talking Tunes
Trauma Informed Approach	Trauma Informed Approach
Lego Therapy	Lego Therapy

Further information (optional)

To further supplement our pupil premium funded strategy we:

- Deliver a comprehensive offer of targeted interventions to meet SEMH and academic needs.
- have 3 members of staff trained as Mental Health First Aiders and a Senior Mental Health Lead to support children's SEMH needs.
- offer a wide range of extracurricular activities which teach transferable life skills and provide opportunities to discover unknown talents
- have a comprehensive Personal Development curriculum
- continue to offer relevant and evidence backed CPD in conjunction with our SDP which benefits all pupils but especially those who are disadvantaged

We will continue to use the evidence we are presented with from lesson observations, book looks, assessments and pupil voice to respond to the needs of disadvantaged pupils. The Pupil Premium lead will stay abreast of the most up to date research and evidence to inform decisions throughout the year. The Senior Leadership Team and Teaching Staff will be responsive to the information gathered from ongoing monitoring, in relation to Pupil Premium performance and outcomes.

PUPIL PREMIUM

The tiered model and menu of approaches

