

West Drayton Academy

2025/2026



BELIEVE • EMPOWER • ACHIEVE

Pupil Premium Strategy Statement

West Drayton Academy - Pupil Premium Strategy Statement 2025 - 2028

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 2025 - 2026** and the outcomes for disadvantaged pupils last academic year 2024 - 2025.

School overview

Detail	Data
Number of pupils in school	651
Proportion (%) of pupil premium eligible pupils	21.4%
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)	2025/26 2026/27 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Richard Yates
Pupil Premium lead	Carmen Nel
Governor / Trustee lead	Adrian Ingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,435
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>	£195,435

Part A: Pupil Premium Strategy Plan

Statement of intent

At West Drayton Academy, our Pupil Premium strategy is designed to close the attainment gap between disadvantaged pupils and their peers by providing targeted support that addresses individual needs. We use Pupil Premium funding to address barriers to learning, ensuring that every pupil has the opportunity to achieve their full academic and personal potential.

Through a combination of academic research, data analysis, and parent/pupil voice, we provide strategies & interventions that focus on both academic progress and personal development. Our approach prioritises high-quality teaching, targeted interventions, and wider opportunities to build confidence and resilience. Additionally, we are committed to providing rich experiences that develop pupils' knowledge, skills, and understanding, while enhancing their cultural capital to ensure they are well-prepared for future success.

While the funding primarily supports pupils eligible for free school meals, looked after children, and service children, we recognise that disadvantage is not always tied to financial status. Therefore, we reserve the flexibility to direct resources to any pupil or group identified as in need. We continuously monitor the effectiveness of our strategies, evaluating the impact on pupil progress and well-being. This ensures that our approach is responsive and adaptable, making a tangible difference in the educational experiences and outcomes of disadvantaged pupils.

Key Principles at West Drayton Academy

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Knowing pupil context, we can personalise their school experience and strengthen relationships.
- Identify academic barriers to learning, set strategies, and implement them consistently well.

A tiered approach will be adopted, which looks at teaching, targeted academic support and wider strategies. Approaches adopted will be evidence-based and specific to the needs of each PP group, in each year group. Strategies used will not only apply to PP children but where appropriate, will be wider whole cohort support strategies. These will be specific interventions that meet the needs of our school community – such as development of vocabulary, language skills, reading skills, speech and language development and initiatives addressing social deprivation and poor parental ability to support learning. Existing research led strategies used by schools successfully will be researched and used where appropriate. The Pupil Premium strategy is fully integrated within the Academy Development Plan (ADP) to ensure all improvements directly enhance teaching and learning.

We acknowledge the importance of data, and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school. Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils within the school. This data is used to provide school improvement targets. Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly. Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Pupil Premium strategy (including expenditure report for the previous academic year & spending for the current year)
- The Principal provides reports to the Governing Body on how effective provision has been in achieving its objectives.
- A pupil premium governor monitors pupil premium performance

Challenges

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

Challenge number	Detail of challenge
1 Attainment & Progress	Internal data shows a persistent attainment gaps remain between disadvantaged pupils and their peers across reading, writing, and maths. A disproportionate number of disadvantaged pupils are not meeting end-of-year targets, particularly at greater depth.
2 Disengagement in learning	Lesson observations, pupil voice, work scrutiny and teacher feedback indicate a disproportionate number of disadvantaged pupils demonstrate lower levels of engagement in lessons compared to their peers. This is linked to reduced confidence, lower resilience, and weaker self-regulation skills. Pupils can find it difficult to sustain focus, persevere with challenging tasks, or take ownership of their learning, particularly in reading, writing and maths.
3 Vocabulary, fluency and basic skills	Reading fluency, language, maths and phonics screening assessments indicate that limited vocabulary, oral fluency, and foundational literacy/numeracy skills continue to impact disadvantaged pupils' progress, particularly in early reading, writing, and number fluency.
4 Attendance and punctuality	Attendance tracking, persistent absence data, national comparisons reveal that attendance for disadvantaged pupils is lower than for non-disadvantaged peers and, in some cases, below national or local benchmarks. Persistent absence and punctuality issues are contributing factors to slower progress.

5 Social, emotional and behavioural needs	Behaviour logs, safeguarding data, mentor and staff feedback indicate that disadvantaged pupils are disproportionately represented in behaviour incidents related to emotional dysregulation and social challenges. SEMH needs impact readiness to learn and can lead to lost learning time.
6. Parental communication and engagement	Reading record engagement levels, attendance at meetings/events, family support referrals indicate that some disadvantaged families are less engaged with the school and less confident supporting learning at home. This limits opportunities for reading practice, homework completion, and consistent routines that promote attendance and punctuality.

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
<p>1. Improved attainment and progress across reading, writing and mathematics, including greater depth. <i>(Addresses Challenge 1: Attainment & Progress)</i></p>	<p>By 2026/27:</p> <ul style="list-style-type: none"> • The attainment gap between disadvantaged and non-disadvantaged pupils narrows to less than 10% across all subjects. • At least 70% of disadvantaged pupils achieve the expected standard in reading, writing and maths combined. • The proportion of disadvantaged pupils achieving greater depth rises annually (e.g. Y6 GD combined from 4% → 10%). • Internal progress tracking and end-of-year data show disadvantaged pupils making progress at least in line with non-disadvantaged peers.
<p>2. Improved engagement and participation in learning across all subjects. <i>(Addresses Challenge 2: Disengagement in learning)</i></p>	<p>By 2026/27:</p> <ul style="list-style-type: none"> • Lesson observations and pupil voice show disadvantaged pupils demonstrating higher confidence, motivation, and engagement in lessons. • Reduced gap in independent learning behaviours between disadvantaged and non-disadvantaged pupils. • Teacher feedback and work scrutiny show improved perseverance and task completion, particularly in reading, writing and maths.
<p>3. Strengthened vocabulary, reading fluency and basic literacy/numeracy skills. <i>(Addresses Challenge 3: Vocabulary, fluency and basic skills)</i></p>	<p>By 2026/27:</p> <ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantaged pupils in reading attainment reduces to below 10% in every year group. • Above 90% of disadvantaged pupils achieve the expected standard in the

	<p>Phonics Screening Check (compared to 69% in 2024/25).</p> <ul style="list-style-type: none"> ● Standardised fluency and number assessments show significant improvement in speed and accuracy for disadvantaged pupils. ● Pupils' use of vocabulary in writing and oral expression increases, evidenced through moderation and pupil voice.
<p>4. Improved attendance and punctuality among disadvantaged pupils. <i>(Addresses Challenge 4: Attendance and punctuality)</i></p>	<p>By 2026/27:</p> <ul style="list-style-type: none"> ● Overall attendance for disadvantaged pupils is at or above 95%. ● Persistent absence among disadvantaged pupils is reduced to below 15%. ● The attendance gap between disadvantaged and non-disadvantaged pupils is less than 3%. ● Increased punctuality and fewer late marks recorded for disadvantaged pupils.
<p>5. Improved social, emotional wellbeing and self-regulation, reducing behavioural incidents. <i>(Addresses Challenge 5: SEMH and behaviour)</i></p>	<p>By 2026/27:</p> <ul style="list-style-type: none"> ● Behaviour logs show a reduction of at least 30% in incidents involving disadvantaged pupils. ● Staff and mentor observations show improved emotional regulation and resilience in class. ● Disadvantaged pupils' participation in enrichment, sports and leadership opportunities is in line with peers.
<p>6. Stronger parental engagement and communication to support learning and attendance. <i>(Addresses Challenge 6: Parental communication and engagement)</i></p>	<p>By 2026/27:</p> <ul style="list-style-type: none"> ● Increased parental attendance at school events, workshops, and parent meetings, especially from disadvantaged families. ● Home reading logs and homework completion rates improve for disadvantaged pupils. ● Reduction in family support referrals relating to non-engagement or attendance concerns.

Activity in this academic year 2025/26

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

Teaching

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher WalkThru Training and Instructional Coaching (Middle and Senior Leaders)</p> <p><i>Teachers/SMT/SLT will participate in WalkThru training and instructional coaching to strengthen pedagogical expertise and ensure consistent, high-quality teaching across the school. Coaching will be used to support staff in embedding evidence-based practices that maximise pupil engagement and progress.</i></p>	<p>EEF evidence highlights that high-quality professional development for teachers has a significant impact on pupil outcomes (up to +5 months' additional progress). Instructional coaching and focused CPD improve classroom practice, support implementation of research-informed strategies, and build sustainable teaching capacity across the school.</p>	<p>1,2</p> <p>£TBC</p> <p>£450</p>
<p>Using VEO (Video Enhanced Observation) to Support WalkThru Implementation and Improve Quality First Teaching</p> <p><i>VEO will be used by teachers and leaders to record, reflect on, and analyse classroom practice linked to the WalkThru instructional coaching programme. This approach enables staff to self-evaluate, identify effective strategies, and refine pedagogy. The focus is on improving the consistency and impact of Quality First Teaching across the school.</i></p>	<p>EEF evidence highlights that video-based professional development supports teacher reflection, collaboration, and sustained changes in practice. When combined with instructional coaching, it can significantly enhance lesson quality and pupil outcomes. Professional development focused on explicit teaching strategies can lead to up to +5 months' additional progress for pupils.</p>	<p>1,2</p> <p>£TBC</p>
<p>Voice 21: Developing Oracy Across the Curriculum (CPD Year 1)</p> <p><i>Whole-school CPD to improve pupils' spoken language, vocabulary, and communication. EYFS - KS2 focus on developing structured classroom talk through establishing talk-rich environments and early language routines to support vocabulary development, sentence construction, and active listening. e.g. talk partners, discussion guidelines, sentence stems, modelled vocabulary)</i></p>	<p>Strengthening the language foundations of all pupils, ensuring disadvantaged learners are given equitable opportunities to think, reason, and articulate ideas with clarity and confidence.</p> <p><i>EEF research shows oral language interventions have high impact (+6 months). When linked to curriculum content and explicitly developing spoken vocabulary, they accelerate learning, particularly for disadvantaged pupils (EEF, 2021).</i></p>	<p>1,2,3</p> <p>£TBC</p>

<p>High-quality teaching of reading: fluency and comprehension focus using extracts (Complete Comprehension)</p> <p><i>Embedding reading fluency strategies across KS1 and KS2, supported by staff CPD, assessment moderation, increased reading opportunities and explicit vocabulary instruction.</i></p>	<p>There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment in Reading.</p> <p>EEF research highlights that fluency and comprehension interventions improve accuracy, prosody, and understanding (+5 months). Evidence also indicates vocabulary instruction linked to context boosts comprehension and retention.</p>	<p>1,2,3</p> <p>£TBC</p>
<p>Reading Plus (KS2)</p> <p><i>All KS2 pupils will have access to daily Reading Plus sessions as part of their reading curriculum. The adaptive online programme develops silent reading fluency, comprehension, and vocabulary through individualised pathways. It will be used as a whole-class tool, with teachers monitoring pupil progress and using diagnostic data to target support and intervention.</i></p>	<p>Reading Plus draws on research that shows reading fluency and comprehension interventions can have a high impact on progress (+5 months, EEF). Adaptive digital tools provide immediate feedback and allow for personalised progression. EEF evidence also highlights that technology-supported fluency practice can increase engagement, reading speed, and comprehension accuracy, particularly for disadvantaged pupils.</p>	<p>1,2,3</p>
<p>Improving writing through sentence construction, transcription, and editing skills</p> <p><i>Targeted CPD for teachers on scaffolding writing and providing explicit modelling of sentence structure, editing and revising.</i></p>	<p>EEF Literacy Guidance Report identifies explicit teaching of sentence construction, transcription, and editing as key drivers of writing progress, particularly for pupils with lower prior attainment (+6 months).</p>	<p>1,2</p>
<p>Year 5 Small Group Teaching: Reading (Delivered by additional specialist LSA)</p> <p><i>A specialist LSA provides daily targeted small group Reading teaching for disadvantaged pupils in Year 5. Teaching is precisely planned using ongoing assessment data to ensure responsive, high-impact instruction that accelerates progress before end-of-Key Stage 2 assessments</i></p>	<p>EEF evidence shows that small group tuition can accelerate progress by +4 months on average, especially when led by a qualified teacher and focused on targeted gaps.</p>	<p>1,2,3</p>
<p>Year 6 Small Group Teaching: Reading, Writing, and Maths (Delivered by additional specialist teachers)</p> <p><i>An additional teacher/s provides daily targeted small group teaching for disadvantaged pupils in Year 6 across all core subjects. Teaching is precisely planned using ongoing assessment data to ensure responsive, high-impact instruction that accelerates progress before end-of-Key Stage 2 assessments.</i></p>	<p>EEF evidence shows that small group tuition can accelerate progress by +4 months on average, especially when led by a qualified teacher and focused on targeted gaps.</p> <p>EEF also highlights that explicit instruction in reading, writing, and maths combined with formative assessment has a significant</p>	<p>1,2,3</p>

	positive effect on disadvantaged pupils' outcomes.	
<p>Magma Maths Implementation & CPD (KS2)</p> <p><i>Professional development for staff to implement Magma Maths – a digital learning platform that provides adaptive, individualised maths practice from KS2. The platform supports diagnostic assessment, instant feedback, and teacher insight to inform planning and targeted intervention.</i></p>	EEF research shows that individualised instruction and digital technology can have a high impact on pupil progress when used to supplement high-quality teaching (+4 to +5 months) . Magma Maths enables adaptive practice, allowing pupils to revisit gaps, apply reasoning, and engage in pupil-led discussion. This approach supports fluency, confidence, and engagement in maths for all pupils, particularly those disadvantaged or with lower prior attainment.	1,2,3
<p>Developing Mathematical fluency, spatial and reasoning</p> <p><i>Structured daily fluency sessions and use of manipulatives to strengthen number sense, spatial reasoning and problem-solving. Focused support for disadvantaged pupils not secure in number facts.</i></p>	EEF research shows frequent, well-structured fluency practice with reasoning discussions builds deep understanding and retention (+5 months) . Early number interventions have sustained effects on later attainment.	1,3

Targeted academic support

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics and early reading intervention (EYFS–Y2)</p> <p>Access to online phonics sessions to address gaps and decodable texts (Y3 - Y6)</p> <p><i>Additional small-group phonics sessions and home-school reading partnerships for disadvantaged pupils below expected standard.</i></p>	Systematic phonics teaching is highly effective (+5 months) . DfE and EEF guidance emphasise targeted additional sessions for pupils at risk of falling behind in decoding and fluency.	1, 3, 6
<p>Targeted Reading Intervention: PM Benchmark Texts for KS2 Pupils</p> <p><i>Introduce PM Benchmark texts for KS2 pupils who are still unable to decode securely and have not made progress through phonics programmes. The texts will be used to accurately assess reading behaviours, fluency, and comprehension, enabling teachers to plan precise next steps and deliver targeted intervention to close significant early reading gaps.</i></p>	EEF evidence indicates that diagnostic assessment and targeted one-to-one or small-group reading interventions can yield up to +5 months' additional progress. For older struggling readers, comprehension-based and fluency-focused instruction is more effective than continued phonics alone. Benchmarking tools like PM provide granular insight into pupil needs and support precision teaching to close early reading gaps.	1,3

<p>Access to Reading Eggs and Mathseeds for Disadvantaged Pupils (including EAL/SEN)</p> <p><i>Provide targeted access to Literacy Gold, Reading Eggs and Mathseeds for disadvantaged pupils with SEND/EAL/DP who find it challenging to engage in regular phonics or whole-class maths lessons. These adaptive, interactive programmes allow pupils to work at their own pace, reinforcing key reading and number skills through multisensory learning activities that build confidence and fluency.</i></p>	<p>EEF research indicates that digital technology, when used to supplement high-quality teaching, can improve progress by +4 months, particularly for pupils with additional needs.</p> <p>Personalised, scaffolded programmes like <i>Reading Eggs</i> and <i>Mathseeds</i> support phonics, comprehension, and number fluency through repetition, immediate feedback, and engagement.</p>	1,2,3
<p>Daily Reading Trackers EYFS - Y6) & Reading Mentors (KS2)</p> <p><i>Daily reading interventions/support delivered by trained Teaching Assistants and mentors to develop pupils' fluency, decoding, and comprehension. The Reading Tracker system ensures every disadvantaged pupil reads daily (if required) and progress is closely monitored. In KS2, Reading Mentors provide structured fluency practice using repeated reading, echo reading, and comprehension questioning to build accuracy, automaticity, and understanding.</i></p>	<p>EEF evidence shows that small group and one-to-one tuition can accelerate progress by up to +4 months. Research also identifies reading fluency as a critical bridge between decoding and comprehension - improved automaticity frees cognitive capacity for meaning making. Interventions focusing on fluency, accuracy, and repeated reading lead to sustained gains in confidence and comprehension.</p>	1,2,3
<p>Pilot: AIR Writing Assessment Tool</p> <p><i>Introduce AIR, an AI-powered writing assessment platform, as a pilot with disadvantaged pupils to improve the accuracy, consistency, and efficiency of writing assessment. The tool provides immediate diagnostic feedback aligned to curriculum objectives, allowing teachers to identify precise next steps and target support. This will reduce workload and increase time spent on responsive teaching and intervention.</i></p>	<p>EEF evidence shows that effective assessment for learning and responsive feedback can lead to up to +6 months' additional progress. Tools that streamline assessment enable teachers to focus on targeted instruction, improving writing outcomes and consistency of teacher judgement. Research also highlights that reducing workload and improving assessment precision enhances teacher efficacy, indirectly improving pupil attainment.</p>	1,2

<p>Inclusion Team Intervention: Speech & Language Support (Language Link EYFS/Y1)</p> <p><i>The Inclusion Team delivers targeted Speech and Language interventions using the Language Link programme. Pupils are screened to identify specific language difficulties, and personalised intervention plans are implemented to develop vocabulary, listening, and expressive language skills. Sessions include structured speaking and listening activities, tailored to each pupil's stage of development and linked to classroom learning.</i></p>	<p>EEF evidence shows that oral language interventions have a high impact (+6 months' additional progress) on average. Interventions are most effective when activities are carefully matched to the pupil's current stage of development, explicitly teach new vocabulary, and are connected to curriculum content. Language Link provides a systematic, evidence-based framework for assessing and improving speech and language skills, particularly for disadvantaged pupils with identified communication needs.</p>	<p>3</p>
<p>Use of Digital Learning Platforms: Emile, SATs Companion, Spelling Shed, Flash Academy and ThingLink</p> <p><i>Investment in digital learning tools to enhance Quality First Teaching (QFT) and extend learning opportunities for disadvantaged pupils. Emile, Flash Academy, and SATs Companion provide adaptive, individualised learning in core subjects (reading, writing, and maths), with diagnostic feedback and home access. ThingLink supports curriculum enrichment, vocabulary development, and comprehension through interactive, visual content that connects knowledge across subjects. These tools help bridge school and home learning, promoting independent practice and greater engagement.</i></p>	<p>EEF evidence shows that digital technology can provide an average impact of +4 months' additional progress when used effectively alongside classroom teaching. Studies indicate digital learning is most impactful when combined with teacher guidance and used to provide targeted, individualised instruction. Platforms that include immediate feedback, multimodal presentation, and links to curriculum content help pupils consolidate learning, strengthen vocabulary, and increase motivation.</p>	<p>1,2,3</p>
<p>Maths Boosters: Small Group / One-to-One Tuition (KS2)</p> <p><i>Targeted intervention for KS2 pupils with low prior attainment in number and calculation.</i></p> <p><i>Delivered by senior staff, sessions focus on developing number sense, fluency, and confidence through structured, diagnostic teaching that responds to individual pupil needs.</i></p>	<p>EEF research shows that small group tuition can accelerate progress by +4 months, particularly when focused on specific gaps in understanding. It enables more personalised feedback and targeted instruction. When delivered by trained staff, such interventions have proven effective in closing early learning gaps and improving confidence in number.</p>	<p>1,3</p>
<p>Extra Booster Groups (KS1–KS2)</p> <p>Provide additional small-group and one-to-one tuition for disadvantaged pupils across KS1 and KS2 in reading, writing, and mathematics. Sessions will be led by experienced teachers and trained support staff, focusing on pupils identified through termly data as working below expected standards or at</p>	<p>EEF evidence highlights that small-group and one-to-one tuition are highly effective in accelerating pupil progress, particularly when delivered by qualified staff and aligned with classroom learning. On average, these approaches can lead to up to +4 to +6 months' additional</p>	<p>1,2,3</p>

risk of underachieving. Tuition will target specific learning gaps, reinforce classroom teaching, and promote confidence through responsive feedback and practice.	progress, especially for disadvantaged pupils receiving short, frequent sessions tailored to their individual needs.	
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Wider strategies

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement and home learning workshops</p> <p><i>Workshops and drop-ins focused on supporting reading, maths and routines at home. Regular communication through Dojo and structured parent-teacher contact points.</i></p>	EEF Parental Engagement (+4 months) . Structured home-school collaboration and modelling of learning strategies have sustained positive impacts on disadvantaged pupils' attainment.	4, 6
<p>Parent Packs: Read Write Inc Resources</p> <p><i>Purchase and provide Read Write Inc (RWI) Parent Packs for families of disadvantaged pupils with limited access to online learning. Packs include phonics resources, flashcards, and guidance to support early reading practice at home.</i></p>	EEF evidence shows that parental engagement has an average positive impact of +4 months' progress, particularly for younger pupils. Providing accessible, high-quality home learning resources supports early literacy and strengthens parental confidence. Engagement is most effective when families are given practical tools and clear guidance to reinforce classroom learning.	3, 6
<p>Access to Home Connect & MYON on Accelerated Reader and Reading Plus</p> <p><i>Provide parents of disadvantaged pupils with access to Home Connect, the parental engagement platform linked to Accelerated Reader as well as Reading Plus. This allows parents to monitor their child's reading progress, quiz results, and word count, encouraging home discussion about reading and regular practice.</i></p>	EEF research indicates that parental engagement strategies have an average impact of +4 months' additional progress when parents are supported to reinforce learning at home. Providing accessible digital tools strengthens communication between home and school, improves reading motivation, and supports vocabulary and fluency development, particularly for disadvantaged pupils.	3,6
<p>Behaviour Smart & Learning Mentor Intervention Support: Improving Emotional Regulation and Behaviour for Learning</p> <p><i>Implement Behaviour Smart across the school to strengthen pupils' self-regulation, reduce behaviour incidents, and improve readiness to learn. Behaviour Smart focuses on practical, research-informed strategies for behaviour management, ensuring a proactive,</i></p>	EEF evidence indicates that Social and Emotional Learning (SEL) programmes have an average impact of +4 months' additional progress on academic outcomes. Approaches that explicitly teach emotional regulation, self-awareness, and relationship management are particularly effective for disadvantaged pupils. The EEF also notes that consistent, whole-school behaviour approaches and staff training improve engagement	5

<p><i>relational, and restorative approach to develop consistent, positive behaviour strategies are embedded by all staff.</i></p>	<p>and reduce lost learning time, contributing to improved wellbeing and attainment.</p>	
<p>Family Liaison Officer Support & Attendance Meetings <i>Dedicated staff member and SLT providing targeted support to families of disadvantaged pupils with barriers to attendance, punctuality, and engagement. Works closely with parents to build positive relationships, support routines, and address social, emotional, or practical barriers to school attendance.</i></p>	<p>EEF evidence indicates that parental engagement has an average impact of +4 months' and is particularly effective when focused on parents of younger children. Strong family–school partnerships improve attendance, behaviour, and learning outcomes. DfE guidance also identifies personalised family support as a key driver in reducing persistent absence and improving readiness to learn.</p>	4,5,6
<p>Happy Nest Lunch Intervention - A social skills and positive play support group <i>Dedicated lunchtime pastoral intervention designed to create a safe, supportive space where children can flourish emotionally and socially. Happy Nest supports us to ensure every child is seen, heard, and nurtured, helping them grow into resilient and connected learners.</i></p>	<p>EEF evidence Social and Emotional Learning (SEL) interventions have a high impact on average, equating to four months' additional progress over the course of a year. SEL interventions are effective in supporting pupils to manage their emotions, establish and maintain positive relationships, and make responsible decisions. The evidence shows that these programs lead to improvements in attainment, better mental health, and fewer behavioural problems.</p>	2,4,5
<p>Wellbeing Assessment Tool - 'Bounce Together' <i>The Bounce Together tool is an online platform used to systematically measure and monitor the wellbeing of pupils, staff, and governors, providing data-driven insights to inform and target subsequent social and emotional learning (SEL) strategies.</i></p>	<p>EEF Evidence indicates that targeted Interventions from data-driven identification ensures resources are allocated effectively to pupils who need them most, improving the cost-effectiveness of PP spending.</p>	1,2,4,5,6
<p>Breakfast Club Support <i>Subsidised breakfast provision for disadvantaged pupils to attend Happy Days to ensure a calm, positive start to the day. The club promotes punctuality, readiness to learn, and improved concentration. Staff use the opportunity to build relationships and identify pastoral or learning needs early.</i></p>	<p>EEF research shows that breakfast provision has a positive effect on behaviour, attendance, and academic outcomes, particularly for disadvantaged pupils. Studies suggest a modest but consistent positive impact (up to +2 months' progress) when breakfast clubs improve nutrition, wellbeing, and school readiness.</p>	4,5
<p>Sundry Expenses: Uniform, Books, Trips, and Equipment Support</p>	<p>EEF evidence highlights that while there is <i>no quantified "months'</i></p>	4,5,6

<p><i>Funding to remove financial barriers for disadvantaged pupils, ensuring equal access to school life and enrichment opportunities. This includes support for school uniform, educational visits, extracurricular clubs, and essential learning materials such as books and stationery.</i></p>	<p><i>progress” figure for financial or practical support interventions, reducing non-academic barriers—such as access to resources, enrichment, and a sense of belonging—improves attendance, engagement, and wellbeing. These factors are strong predictors of improved academic outcomes over time. Research also shows that participation in enrichment activities can raise pupils’ motivation, confidence, and aspirations, particularly for disadvantaged pupils.</i></p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

We have analysed the performance of our disadvantaged pupils during the previous academic year 2024-2025, drawing on internal assessments, statutory outcomes and national benchmarks. The data demonstrates that, although a gap between disadvantaged and non-disadvantaged pupils remains, the overall progress of disadvantaged learners continues to rise year on year.

Across reading, writing and mathematics, disadvantaged pupils made stronger progress than the national average for disadvantaged pupils and, in some cases, outperformed national outcomes for all pupils. This upward trend provides a strong platform for further improvement as we move into the next phase of our strategy.

Reading

Disadvantaged pupils made substantial gains in reading attainment.

- *By the end of Year 6, **74%** of disadvantaged pupils achieved the expected standard compared with **84%** of all pupils, narrowing the internal gap to 10 percentage points.*
- *The proportion working at greater depth at the end of Year 5 rose from **11%** in autumn to **33%** by the end of the year and in Year 6 rose from **9%** in autumn to **13%** by the end of the year.*
- *Targeted reading groups, one-to-one mentoring and daily reading sessions contributed to the sustained improvement.*

Writing

Writing outcomes also improved, though progress was more variable across year groups.

- *In Year 6, **64%** of disadvantaged pupils achieved the expected standard (up from 30% on entry).*
- *LKS2 data showed positive movement, with Year 3 PP pupils rising from 31% to **44%** at the expected standard.*
- *Teachers identified improved sentence fluency and structure, though transcriptional accuracy and vocabulary breadth remain areas for continued focus. Targeted writing conferences, modelling and feedback cycles are being introduced to address this.*

Mathematics

Progress in mathematics was particularly strong in upper Key Stage 2.

- ***70%** of disadvantaged pupils achieved the expected standard (a 44-point increase from autumn), while **26%** reached greater depth.*

- *Diagnostic teaching and booster groups led by senior teachers enabled precise targeting of gaps in arithmetic fluency and reasoning.*
- *Lower Key Stage 2 cohorts also demonstrated secure improvement, though further consolidation is required in Year 5, where attainment dipped slightly (60% in Autumn → 57% in Summer).*

Multiplication Tables Check (MTC)

- **Average MTC score (All pupils): 24.2**
- **Average MTC score (Disadvantaged pupils): 22.7**
- **National average (2023): 21**
This indicates that WDA's disadvantaged pupils performed above both national and "like-for-like" averages, demonstrating strong recall fluency and effective teaching of multiplication facts.

Phonics and Early Reading

- *69% of disadvantaged pupils passed the Year 1 Phonics Screening Check, broadly in line with national PP averages (68%); however, this requires improvement to ensure a greater proportion of DP pupils secure expected levels.*
- *KS1 pupils not yet secure the expected level in PSC did, however, make accelerated gains in sound recognition and blending accuracy.*
- *SLT/LSA led daily phonics teaching and interventions ensured consistency and high-quality delivery, supporting continued progress into Year 2 re-checks, securing 94% of DP achieving expected in PSC.*

*Overall, the **data indicates an upward trajectory in attainment for disadvantaged pupils, particularly in reading and mathematics in upper Key Stage 2. While progress in writing and in some lower-year groups has been more variable, the overall trend remains positive.***

Attendance, Behaviour and Wellbeing

Attendance remains a key area of strategic focus. For the 2024-2025 academic year, overall attendance for disadvantaged pupils was **91.6%**, compared with **95%** for their non-disadvantaged peers. This represents a **+0.8% improvement** on the previous year's figure (90.8%), and sits just below both the **local authority average (94.0%)** and the **national average (94.8%)**

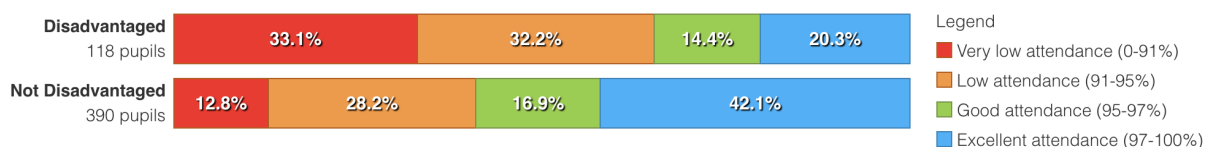
Persistent absence among disadvantaged pupils has reduced to **29.7%** (compared to 11.5% Non DP), down from 39.4% the previous year, improved by 9.7% percentage points reflecting the impact of strengthened attendance tracking, early intervention, and family support. The attendance gap between disadvantaged and non-disadvantaged pupils remains significant at **3.4 percentage points**, but continues to narrow steadily from the previous year, which was at 4.5 percentage points.

Analysis of absence patterns shows that **23 DP pupils** were repeatedly absent on the same days of the week, often linked to medical appointments or family routines, and **60 DP pupils** were absent immediately before or after holidays, indicating some term-time travel patterns.

During the year, **18 DP pupils** met the DfE's penalty-notice consideration threshold (10+ unauthorised absences within 10 rolling school weeks) compared to 32 DP pupils in the previous year. Each of these cases was reviewed individually through the school's graduated response system and, where appropriate, escalated or supported by targeted family intervention.

A detailed attendance breakdown shows that among DP vs Not DP:

End of Year Attendance Data 2024-2025



Overall, this pattern highlights that while a significant proportion of disadvantaged pupils continue to fall below the 95% threshold, there has been a **marked increase in the number reaching 97%+ attendance**, signalling positive movement in engagement and family collaboration.

Teaching and Targeted Support

Quality First Teaching continues to be a key driver of progress.

- **CPD focused on Teach Like a Champion strategies, effective modelling, and adaptive scaffolding** has strengthened lesson clarity, feedback, and classroom routines. Although notable progress has been made, this remains an area requiring further refinement to ensure consistently high-quality practice across all classrooms.
- **Learning walks (common threads)** conducted by SLT and SMT confirm that the quality of teaching for the large majority of pupils is effective. Targeted feedback and support have been provided to further enhance the quality of teaching and learning. Monitoring of DP during these learning walks ensured that feedback was purposeful and focused on how planning meets their needs. However, further support and strategies are still required to strengthen engagement and ensure consistently high levels of participation from all PP pupils.
- **Inclusion Lead and subject leaders have implemented PP OAP and SEND OAP strategies**, ensuring teachers systematically plan for and monitor the progress of disadvantaged/SEND pupils.

Targeted interventions have achieved measurable impact:

- **Y6 small-group tuition** led by experienced teacher (EEF +3) yielded strong measurable gains in reading (+8 Avg SS), writing (+1 step), and maths (+10 Avg. SS), with **75% of targeted Maths PP pupils** and **63% of targeted Reading PP pupils** reaching EXS at end of KS2.

- **Phonics support groups** led by SLT & trained LSA's (EEF +5) resulted in **75% of PP pupils** improving by 15 average points in PSC.
- **Literacy Gold reading comprehension** for Years 4–5 improved reading ages by up to 3 - 12 months for several disadvantaged pupils.
- **Inclusion team interventions** in language, communication and reading fluency (EEF +4 to +6) continued to secure incremental gains for the most vulnerable learners.
- **GLD outcomes:** 88% of disadvantaged pupils achieved a Good Level of Development, exceeding the national average for disadvantaged pupils (68%) and narrowing the gap with all pupils (80%).

Wider Strategies and Enrichment

Wider support initiatives have continued to strengthen inclusion and engagement:

- **Family Support Worker** engagement with 19 families (27 PP children) resulted in improved attendance, parental involvement and access to community resources (Early Help, Hillingdon Women's Centre, and Talking Therapies).
- **Learning Mentor** support for SEMH pupils ensured consistency, with daily regulation sessions, weekly small-group work, and mentoring for 5 PP pupils.
- **New Behaviour Policy** and **Zones of Regulation** embedding have reinforced positive routines and expectations across all classrooms. The incentivised points system has improved engagement for a significant proportion of DP pupils.
- **Clubs and enrichment:** 46 PP pupils were prioritised for clubs, compared with 28 at the start of year, supported by subsidised access. Participation has increased significantly, enhancing belonging and cultural capital.
- **Breakfast Club** continues to promote readiness to learn and punctuality for the most vulnerable pupils.

24/25 Overall Attainment
All Pupils compared Disadvantaged Pupils

Reading	Exp+				GD				Difference between Entry and Summer outcomes		
	Year Group	Entry Outcomes	Autumn outcomes	Spring outcomes	Summer outcomes	Entry Outcomes	Autumn outcome	Spring outcomes	Summer outcomes	Exp+	GD
Y1 (All) (88)	67	75	76	77	0	32	36	47		10	47
Y1 (Dis)(16)	63	63	56	56	0	25	31	31		-7	31
Y2 (All) (85)	67	73	72	75	34	30	33	40		8	6
Y2 (Dis)(18)	61	71	71	67	35	29	35	39		6	4
Y3 (All) (88)	64	69	70	74	40	31	33	34		10	-6
Y3 (Dis)(18)	56	50	56	61	13	11	11	11		5	-2
Y4 (All) (87)	86	72	79	79	37	28	30	36		-7	-1
Y4 (Dis)(23)	73	70	74	74	18	17	22	22		1	4
Y5 (All) (80)	66	68	74	74	32	27	36	44		8	12
Y5 (Dis)(21)	58	62	62	71	11	10	19	33		13	22
Y6 (All) (80)	50	64	82	84	10	27	36	47		34	37
Y6 (Dis)(22)	26	43	70	74	9	9	17	13		48	4

Writing	Exp+				GD				Difference between Entry and Summer outcomes		
	Year Group	Entry Outcomes	Autumn outcomes	Spring outcomes	Summer outcomes	Entry Outcomes	Autumn outcome	Spring outcomes	Summer outcomes	Exp+	GD
Y1 (All) (88)	73	69	71	69	0	18	19	20		-4	20
Y1 (Dis)(16)	57	50	50	50	0	19	19	19		-7	19
Y2 (All) (85)	62	66	67	66	19	17	22	20		4	1
Y2 (Dis)(18)	53	59	59	56	12	6	24	22		3	10
Y3 (All) (88)	62	60	62	65	5	13	16	22		3	17
Y3 (Dis)(18)	31	44	44	44	0	0	0	11		13	11
Y4 (All) (87)	68	59	66	66	20	19	19	20		-2	0
Y4 (Dis)(23)	50	48	57	61	9	4	4	9		11	0
Y5 (All) (80)	68	55	63	68	23	26	29	38		0	15
Y5 (Dis)(21)	60	48	50	52	10	14	18	24		-8	14
Y6 (All) (80)	55	67	74	80	14	24	17	23		25	9
Y6 (Dis)(22)	30	43	52	64	9	9	4	9		34	0

Maths	Exp+				GD				Difference between Entry and Summer outcomes		
	Year Group	Entry Outcomes	Autumn outcomes	Spring outcomes	Summer outcomes	Entry Outcomes	Autumn outcome	Spring outcomes	Summer outcomes	Exp+	GD
Y1 (All) (88)	77	69	76	76	0	38	40	41		-1	41
Y1 (Dis)(16)	57	44	56	50	0	25	19	25		-7	25
Y2 (All) (85)	83	73	74	74	38	37	40	35		-9	-3
Y2 (Dis)(18)	83	78	78	78	35	35	35	33		-5	-2
Y3 (All) (88)	72	67	73	72	35	31	35	33		0	-2
Y3 (Dis)(18)	50	39	56	61	6	11	11	11		11	5
Y4 (All) (87)	79	77	80	79	31	34	33	33		0	2
Y4 (Dis)(23)	68	65	65	70	9	13	13	17		2	8
Y5 (All) (80)	68	64	67	68	31	27	24	34		0	3
Y5 (Dis)(21)	60	48	59	57	10	0	0	5		-3	-5
Y6 (All) (80)	43	58	70	88	10	24	29	42		45	32
Y6 (Dis)(22)	26	30	39	70	0	4	4	26		44	26

Year 6	Exp+				GD				Difference between AUT1 and SUM2 outcomes		
	Year Group	AT1 (baseline) outcome	AT2 outcome	Spring outcomes	Summer outcomes	AT1 outcome	AT2 outcome	Spring outcomes	Summer outcomes	Exp+	GD
Combined All(80)	33	48	56	72	1	10	10	14		39	13
Combined Dis(22)	22	22	30	48	0	4	4	4		26	4

Y1 Phonics	Target 24/25	% Achieved Autumn 2	% Achieved Spring 2	% Achieved Summer 2	N/A 23/24	National Other 23/24	Like for Like 23/24
All (85)	91	88	89	91	80%		
Dis (16)*	80	69	69	69		84%	68%

*Y1 each PP pupil = 6% (since Aut target setting 80% → Aut Total 17 PP chn (2 x PP chn left Autumn) Current Total 16 PP chn (1 x PP new Aut arrival)

Y4 MTC	Target to achieve 24/25	Average score achieved in Autumn 2	Average score achieved in Spring 2	Actual Average score achieved	Average score 23/24	Like for like average score
All (88)	23	21.8	22.42	24.2	21	
Dis (23)	22	19.04	20.13	22.74	21.3	18.9

YR GLD	Target 24/25	% Achieved Autumn 2	% Achieved Spring 2	% Achieved Summer 2	Difference between target and outcome for the most recent assessment
All (88)	77	44	60	80	3
Dis (23)	69	44	56	88	19

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
Teacher Walk Thru
Voice 21
SATS Companion
Magma Maths
Flash Academy
ThingLink
Emile
Reading Plus
Literacy Gold
Accelerated Reader
Spelling Shed
Reading Eggs/Maths Seed
Air Writing Assessment Tool
VEO
Behaviour Smart
Dojo