



Farsley Westroyd Primary Pupil Premium Strategy

2025-2026

This statement details our school's use of pupil premium funding for 25-26 This document 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
Name of School	Farsley Westroyd Primary School and Nursery
Number of pupils in school	196 school aged pupils and 30 Nursery pupils.
Proportion (%) of pupil premium eligible pupils	36 pupils 18%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jenny Pashley Headteacher
Pupil premium lead	Jenny Pashley
Governor for Pupil Premium	Sophie Varian-Nuttall - Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,248 X30 FSM = £1,515 X1 Service = £350 X2 EY = £360 X3 Post adopted = £7,890 X1 CLA = £1,559
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£57,248

Statement of intent

At Westroyd, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve in all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve to their full potential, including those who many face other challenges and or are high attainers. We also want to ensure that all pupils have fair access to activities, opportunities and experiences both within and out of school, which will enable them to enjoy and achieve.

We consider the challenges faced by all vulnerable pupils, regardless of whether they are disadvantaged or not. The strategy outlined in this strategy plan is intended to support the needs of all pupils who are identified as vulnerable.

High-quality first 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 non-disadvantaged pupils in our school. The intentions outlined in this plan, are to implement targeted support for our most vulnerable pupils whilst ensuring we sustain progress for non-disadvantaged pupils.

Our Pupil Premium strategy is also integral to wider school plans for educational recovery, which supports those pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, which will be regularly and robustly assessed throughout the school year at teacher and leadership level. To ensure that we are effective in our approach, we will:

- ensure that disadvantaged pupils are challenged to their full potential
- act early to intervene at the point need is identified
- Ensure that provision closely matches need.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Growing cohort of pupils who are previously looked after, but are now adopted. There is a place for targeted support for individuals to promote positive attachments, trust, stability and thus emotional well-being.
2	Persistent absence for children subject to pupil premium funding using currently available data for the whole year 2425 FFT data was 20.9% which is lower than National Persistently Absent pupil premium which sits at 26.6. However, in comparison to National Non-Disadvantaged PA rate which sits at 10.3, our PA rate is higher.

3	Across school and in Statutory assessment at Y6, outcomes in writing for children with Pupil Premium funding is slightly lower than Non-Disadvantaged pupils. Although the gap is smaller at 8.6% than the National gap of 18.8%
4	The school offers an array of enrichment activities and experiences, including afterschool clubs and additional music lessons. No child should be excluded from participation by cost alone. The school will provide 50% reduction in costs for PP children and flexible payment plans for pupils subject to Pupil Premium Funding.
5	Disadvantaged Greater Depth outcomes in Reading are significantly above National outcomes for Disadvantaged pupils, with strong progress over time, but very slightly below when compared to National Non-disadvantaged pupils, 10.2 which is much smaller than the National gap. Promoting the number of pupils working at a GD is a priority for all pupils in school.

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
Pupils have strong, trusting, predictable relationships with adults in school.	Pupils tell us and show us that they feel safe, and have trust in adults seeking reassurance when needed.
Increase number of pupils working at a greater depth in reading who are disadvantaged.	The number of pupils with pupil premium funding matches or exceeds National expectations working at a greater depth in Reading.
Improved writing attainment among pupils who are Disadvantaged in house and at external Y6.	Pupils who are disadvantaged perform as well or better across school than non-disadvantaged pupils and at end of Y6
To access to enrichment activities, experiences and events across school	Pupils who are disadvantage are included in all aspects of school life.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular contact with consistent go to, trusted adults.	Positive and consistent and predictable interactions over time results in strong trusting relationships	1
Attendance tracking of attendance data and whole school routines to challenge attendance. Regular reporting to DfE and stakeholders.	Implementing strategies suggested by DfE, EEF and local partners to be effective	2

Implementation of writing action plan to improve writing outcomes for all children across school.	We are using the findings from the DfE's Writing Framework and implementation guidelines from EEF.	3
50% reduction for participation in activities/experiences with flexible payment plans Free club access.	Equal opportunities for all	4
Ensure Quality First Teaching is consistent across school and early years to support good progress and support for disadvantaged pupils in reading with the potential to work at a greater depth Pupils identified at initial Pupil progress meetings and targets set.	Strong evidence that pupils who access good / outstanding quality first teaching, make good progress attainment for all pupils improves. Access to Quality First Teaching, includes directly linked timely intervention and adaptive teaching to support vulnerable pupils who have the potential for greater depth.	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school priority to improve writing outcomes by reducing cognitive load in the writing process, so that pupils have strong transcription skills and write with automaticity allowing cognition to focus upon the quality of the writing. Marking and Feedback, intervention and adaptive approaches to challenge misconceptions.	Findings of EEF and Ofsted research within the Writing Framework July 2025.	3
Challenge in QFT Regular monitoring of impact.	High quality first teaching has the most significant impact upon pupil outcomes	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead to lead on attendance and punctuality supporting pupils and families who are persistently absent or late. Includes release time to attend training, track data, monitor progress data and report to SLT/Governors</p>	<p>Solution Focused approach to overcoming barriers to attendance and punctuality with families increases attendance in school. The pastoral lead can refer to other agencies if needed.</p>	<p>2</p>
<p>Poverty proof all activities in school before going to parents. Reduction in costs to those who are subject to funding with flexible payment plans.</p>	<p>Cost of living crisis is hitting what families can afford. School will not exclude anyone on the basis of cost and will use the funding to increase participation.</p> <p>We have a duty of care to ensure families to not create debt.</p>	<p>4</p>
<p>Designated time with trusted adults daily, building a strong relationship.</p>	<p>When children feel secure, this is then a safe space for any additional support.</p>	<p>1</p>

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 2024 to 2025 academic year.

Reception ELG			Phonics Y1	Phonics Y2
WDIS	100%		100%	100%
WNDIS	80%		92%	NA
Nat DIS	52%		66.8%	43.8%
NatNDIS	71.5%		83.4%	53.9%
Nat gap	19.5%		16.6%	10.1%
Wes Gap	+28.5%		+16.6%	+46.1

KS2 2425 EXS	Reading	Writing	Maths	RWM	SPAG
National DIS	63.1 %	59.3%	60.5%	47.3%	59.7%
NationalNDIS	81.5%	60%	81.3%	68.9%	80%
Westroyd DIS	100%	71.4%	100%	71.4%	100%
Westroyd NDIS	80%	78.1%	70%	60%	80%
Nat gap	18.4%	18.8%	20.8%	21.6%	21.3%
Nat/West Gap	+20%	8.6%	+18.7%	+2.5%	+20%

KS2 2425 GDS	Reading	Writing	Maths	RWM	SPAG
National DIS	21.2%	6.5%	15%	3.5%	18.5%
NationalNDIS	38.8%	15.5%	31.3%	10.5%	34.4%
Westroyd DIS	28.6%	14.3%	28.6%	14.3%	57.1%
Westroyd NDIS	30%	10%	20%	5%	30%
Nat gap	17.6%	17.6%	16.3%	7%	15.9%
Nat/West Gap	10.2%	0.8%	2.7%	+3.8%	+22.7%

Attendance

- Pupil Premium attendance is 93.8% above National at 91.4%
- Persistent Absence for Disadvantaged pupils 20.9 compared to 26.6 for National Disadvantaged. However, compared to National Non- Disadvantaged we are 8.6 % higher

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
Read Write Inc KS2 Fresh Start	Ruth Miskin
White Rose Maths	White Rose Education.

