

Pupil premium strategy statement – Watton Westfield Nursery and Infant School

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	253
Proportion (%) of pupil premium eligible pupils	28% (71 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Liam Ambrose Executive Headteacher
Governor / Trustee lead	Jan Hatchell Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,940
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£86,940

Part A: Pupil premium strategy plan

Statement of intent

What are our aims for the pupil premium grant?

At Watton Westfield has the vision of providing to all pupils a community of Ambition, Creativity and Kindness. We aim to use the Pupil Premium grant to help address the learning barriers that many of our pupil's face with the intention of reducing the attainment gap between the most and least disadvantaged pupils.

Local context

Watton Westfield is a 3-form entry infant school with integrated nursery provision.

Approximately 52.5% of adults are in employment, while 2.0% are unemployed. A significant 45.4% are economically inactive, a figure higher than the national average of 39.1%.

The town has a notably higher-than-average reliance on manual and service-based roles. The most common occupations are skilled trades (16.0%), process, plant, and machine operatives (15.1%), and elementary occupations (14.6%). Conversely, professional occupations account for only 9.3%, which is less than half the national average of 20.3%. Approximately 42% of the pupils in Watton Junior School have English as a Second Language.

The grant will be used to help secure stronger foundations in basic literacy, placing an emphasis on improving oracy language skills and addressing vocabulary gaps. In addition, our disadvantaged pupils gain more support to narrow the gap to less disadvantaged pupils in their Reading, Writing and Maths. We believe that strong literacy and numeracy are vital in supporting our pupils to achieve higher standards in all subject areas throughout their school careers.

Who will benefit for the pupil premium grant?

We intend that every pupil in the school should have access to good quality teaching and learning to ensure that they make good progress and achieve a good standard of attainment regardless of their backgrounds and the challenges that they may face. Our pupil premium policy enables us to support children who may be disadvantaged including those who may be high attainers. We understand that early intervention is key and aim to provide our pupils with the support they need at the earliest possible opportunity.

We also embrace the challenges facing other children who may be classed as just under the threshold for pupil premium.

Watton Westfield uses a tiered approach to Pupil Premium spending which aligns with the EEF's evidence informed approach:

- to develop high-quality teaching
- provide targeted academic support
- tackle non-academic barriers to academic success

Our ultimate objective is to close the gaps between disadvantaged pupils and their peers. Our strategy is key to ensuring that all children affected by the pandemic or other social factors are given targeted support to reduce and ultimately close that gap. We do not believe that our strategy should be a 'one size fits all approach' but one that will take into account the vulnerable but not fall under the umbrella of 'disadvantaged', particularly those who fall individual's needs and the challenges that they face, and we will rigorously assess the strategy to ensure it is effective.

As a school with high levels of rural deprivation, a high percentage of pupils who have English as an additional language, and a high proportion of disadvantaged pupils, we offer a wide range of interventions. Some of the interventions in place are shared with children who are not in receipt of pupil premium funding. We do this to support good progress by all of our pupils.

Priority areas for spending:

Watton Westfield Infant and Nursery School use a tiered approach to Pupil Premium spending to improve teaching, targeted academic support and wider strategies. A tiered approach is needed as the barriers and challenges faced by disadvantaged pupils are varied and complex. As a result, our key priorities for spending the Pupil Premium Grant are:

- Literacy interventions to support phonics, early reading and writing programmes.
- Numeracy interventions.
- SEMH interventions.
- Additional classroom support staff.
- CPD to support quality-first teaching.
- Targeted online education platforms and communication systems to raise engagement and reduce absence.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading, literacy and numeracy levels on entry to the school.</p> <p>Low Baselines in Nursery and Reception- On entry to Nursery this academic year only 12.5% (4 children) of children were baselined as on track across all of the prime areas of development. In 2024 for Reception only 4.4% (3 children) were assessed as being on track across all of the prime areas. Within this cohort 0% our disadvantaged pupils were at age related expectations in all of the prime areas when they entered Reception, compared with the cohort figure of 4.4%. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.</p>
2	<p>Raising aspirations to improve pupil outcomes.</p> <p>Underachievement in reading, writing and maths- End of KS1 data for reading, writing and maths has been lower than national average in recent years with the 2024 end of Ks1 data showing just 16.4 % of children achieving age related expectations across Writing, Reading and Maths. Only 3.4% (1 child) within our pupil premium group achieved ARE in all three areas at the end of KS1. Assessments and observations with parents and children indicate gaps in many children’s understanding and knowledge, not just pertaining to disadvantaged/vulnerable pupils but more prevalent within this group. For 2024/2025 we are targeting writing as assessments conducted show this is the area of greatest under achievement. Reading percentages were assessed at 47.1% and Maths was 37.9% with writing at 16.1% this is the clear priority area to focus on.</p>
3	<p>Supporting SEMH needs</p> <p>The impact of the COVID pandemic is still very evidently negatively affecting pupils social, emotional and mental health. Pupils did not have the opportunities to meet with friends in safe, secure environments or participate in wider social communities enhancing their social skills at ages which were crucial to their social and cognitive development. Our pastoral support list has higher numbers of children on than in previous years with a percentage of 26.8% accessing some pastoral support. This percentage is higher still for pupil premium children with 44.2% of children within this group needing the additional support. An additional ESP (Enhanced Send provision) class has been created to assist those children with most complex needs to allow them to access the curriculum at an appropriate level to their development within a mainstream school. This class currently has 14 children in and within that 14 28.5% are Pupil premium (4 children).</p>
4	<p>Issues relating to attendance</p> <p>Our attendance data for 2023/24 shows that overall attendance has been on a rising trend and is now close to the National primary figures. However, the attendance of disadvantaged pupils remains lower than for non-disadvantaged pupils. Our attendance data over the last year shows attendance for the disadvantaged pupils has been lower than non-disadvantaged. The overall attendance of Pupil premium children last academic year was 90.6% as opposed to 93.3% for non-pupil premium children. Absenteeism negatively impacts a child’s learning and therefore progress. Our school attendance officer is working closely with our families to try and improve this.</p>

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>To improve attainment in reading, writing and maths</p> <p>Priority for 2024-2025 to improve Writing</p>	<p>EYFS and KS1 results and teacher assessments will show increased attainment amongst all pupils. In addition, a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Further evidenced by engagement in lessons, intervention strategies, book scrutiny and moderation.</p> <p>End of KS1 data moves to in line with national data.</p> <p>Reception and Year One improvements will be evidenced by the pupil's engagement in lessons, intervention records, internal book scrutiny data, moder</p>
<p>To increase and sustain improvement in attendance of all pupils in our school but particularly disadvantaged and vulnerable</p>	<p>Sustained improvement in absence rates from 2026/2027</p> <p>Evidence by</p> <ul style="list-style-type: none"> • Correlation to national data and previous school data of overall absence data of all pupils • Attendance gap between disadvantaged and non-disadvantaged peers reduced • Percentage of all pupils persistently absent reduced and figure of disadvantaged pupils persistently absent reduced. • Reduction in persistent absence and severe absence for all pupils.
<p>Improved wellbeing, readiness and motivation to learn for all pupils, particularly pupils experiencing SEMH challenges and disadvantaged pupils.</p>	<p>Sustained improvement from 2026-2027 demonstrated by:</p> <ul style="list-style-type: none"> • Reduction in levels of absence to be in line with National primary figures. • Reduction in exclusions/ serious behavioural incidences • Increase in participation of enrichment activities especially by those disadvantaged/vulnerable pupils • Improved Thrive scores • Data from pupils and parent surveys and teacher observations
<p>To improve parents/carers engagement with their child's learning</p>	<p>Sustained high engagement of parents towards their child by:</p> <ul style="list-style-type: none"> • Observations, parent and pupil voice and parental conversations demonstrate a positive attitude towards school

	<ul style="list-style-type: none"> • Parents/carers recognise the importance of their child’s learning and support academic progress, celebrating success • There is an increase of children reading at home with parents/carers • Attendance at parents evening increases • · Parents increase communication with school through the office, class dojo and conversations with leaders to raise concerns and celebrations regarding their child’s progress
--	---

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: £ 25,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receive and participate in high quality CPD	<p>Following the initial rollout of the 'Teaching Walkthrus' pedagogy in Year 1, Year 2 will focus on the Education Policy Institute’s finding that sustained CPD is required to bridge the gap between beginner and expert teachers.</p> <p>Evidence suggests that long-term coaching cycles are more effective than one-off training.</p>	1, 2, 3
Accredited writing scheme renewal for year 2	Having introduced a new writing scheme in Year 1 to address the 16.1% KS1 writing attainment, Year 2 will utilize embedded assessment data to further individualise instruction, which the EEF identifies as a high-impact strategy for closing specific learning gaps.	1, 2
Accredited phonics programme renewal for continued embedding	Continued use of the DfE-validated programme is supported by evidence that consistent, intensive phonics instruction provides a cumulative benefit	1, 2

	<p>for FSM pupils, particularly as they transition from decoding to fluency.</p> <p>To support teachers in maximising the impact of the programme, support from Wensum Hub will be targeted on phonics implementation.</p>	
Subject leader release time to drive implementation of curriculum and ensure impact on pupils.	Year 2 focus shifts to "Mastery." Subject leaders will use release time to conduct deeper picture-building activities and book scrutiny to ensure that high-quality teaching is consistent across all cohorts, supporting those with less home-based educational resources.	1, 2, 3, 4

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

Budgeted cost: £ 23,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS phonics focus groups – additional phonics interventions for targeted pupils not yet on track to meet ARE.	Building on Year 1 progress, small group precision teaching will continue to target the high volume of pupils who enter below age-related expectations in prime development areas.	1, 2
KS1 interventions in reading, writing and maths	Year 2 will refine the use of internal assessment data to ensure interventions are precisely mapped to the gaps identified in Year 1. Evidence shows that targeted interventions are most effective when they are highly specific and time-limited	1, 2
Continued leadership coordination of interventions	Ongoing scrutiny of interventions, and the development of effective diagnostic and summative assessment to track effectiveness, are being used to ensure high impact of interventions.	1, 3, 4
Targeted speech and language support	As language gaps remain a primary barrier for disadvantaged pupils at Watton Westfield, an experienced speech and language-specialist HLTA will transition from vocabulary building to "narrative and oracy," which the EEF notes can provide up to 6 months of additional progress.	2, 3, 4

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

Budgeted cost: £ 38,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music and arts participation	Continued funding ensures disadvantaged pupils maintain access to a "rich and stimulating arts education" that they might otherwise miss due to financial barriers, supporting overall engagement and school ethos.	2, 3, 4
SEMH therapies (Thrive, Lego Therapy, Drawing and Talking, Young Carers support)	With a significant number of disadvantaged pupils requiring pastoral support, Year 2 will focus on long-term self-regulation. Evidence suggests that specialist SEMH support reduces the need for behavioural interventions over time	2, 3, 4
Enhanced curriculum opportunities	In Year 2, our focus will be on curriculum enhancement, to build pupils' cultural capital through exposure to arts and culture outside of their immediate context.	1, 2, 3, 4
Attendance processes and communication	Following the "rising trend" in Year 1 , Year 2 will utilize the Attendance Support Officer to move from "re-engagement" to "sustained habit-forming," aligning with DfE best practices for reducing persistent absence.	4
Contingency Fund for issues that arise and require quick actions to be taken to mitigate	Whatever we plan for there will always be an instance/action which will not be catered for under any of the above activities	ALL

Total budgeted cost: £ 86,940

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS:

- Support for pupils in the Early Years in 2024/25 has had a significant positive impact on disadvantaged pupils (measured as a 11.1ppt positive difference when compared to local authority averages for FSM pupils). Gaps remain in number and numerical patterns and these areas will be a focus in 2025/26. Data is taken from the school's GLD, compared with local and national data.

Phonics:

- Success in phonics screening in summer 2025 has meant the closing of the attainment gap between disadvantaged pupils and their peers (70.8% PP against the whole cohort outcome of 73.1%)

End of KS1:

- Whilst more disadvantaged pupils reached the expected standard in reading, writing and mathematics in 2024-25 than in the previous year, gaps persist in all three core subjects. A dual focus of improving performance for all, whilst specifically targeting the attainment of PP-eligible pupils, remains the strategy for 2025-26.

	Reading	Writing	Mathematics
% difference in attainment (All pupils' against 'PP-eligible')	20.1%	1.7%	24.8%

Notable successes:

- Curriculum enrichment has benefitted all PP-eligible pupils in 2024-25, including through trips and visits, and access to specialist music provision.
- Targeted pupils have benefitted from SEMH interventions at the point of need
- Targeted academic support has ensured good progress for PP-eligible pupils, with notable success in phonics outcomes
- Gaps in internal year groups are closing within core subjects.

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
White Rose Maths	White Rose Education
White Rose Science	White Rose Education
Ready, Steady, Write	Literacy Counts
Supersonic Phonics Friends	Supersonic Phonics Friends