

Pupil premium strategy statement – West Meadows Primary School

This statement details our school's use of pupil premium (and recovery 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	214 (198 + 16 nursery)
Proportion (%) of pupil premium eligible pupils	37.4% (80 pupils)
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)	September 2024 – July 2027
Date this statement was published	September 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Steve Honeyman (Executive Headteacher)
Pupil premium lead	Hanna Marsh (Headteacher)
Governor / Trustee lead	Daniel Wood (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£-
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£121, 360

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

At West Meadows Primary School, we want all of our pupils to achieve and experience successes in all aspects of their life. Disadvantage is not a barrier to achievement and Pupil Premium funding is used to effectively diminish differences and accelerate progress to support high aspirations for all. Our aim is that there be no difference in the achievements, academic or otherwise, between any groups of our pupils and to do this, we aim to ensure that all of our pupils have access to high quality teaching of a progressively challenging, broad and balanced curriculum.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (Education Endowment Foundation).

The intention of our curriculum is to address those key aspects that our pupils need the most, no more so than our disadvantaged pupils:

- To develop language acquisition, understanding and use of vocabulary
- To provide our pupils with the highest aspirations and enable them to experience and be aware of a wide range of possibilities for their futures
- To develop and broaden children’s knowledge around diversity in order to champion a wide range of culture and ensure that our children benefit from a full range of spiritual, moral, social and cultural activities which enrich their lives.

We use a tiered approach to the planning and implementation of our Pupil Premium Strategy, considering how to improve quality first teaching in the classroom; specific or targeted strategies for cohorts, groups or individuals; and wider strategies. Our aim in doing so is to address the barriers to learning and progress that we identify for our disadvantaged pupils at West Meadows Primary, selecting a small and focused number of strategies that we identify will have the greatest impact upon our pupils.

We aim to ensure that our Pupil Premium Strategy underpins and enhances the school’s overall strategic aims and planning. We review and report termly to the Governing Body the use and impact of the Pupil Premium grant.

Challenges

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

Challenge number	Detail of challenge
1	We aim to strategically accelerate the development of language and oracy skills for our disadvantaged pupils upon entry, closing the identified vocabulary gap. Assessment indicates a greater need among this group to build a rich, broad vocabulary and deepen their comprehension of new language, which is vital for maximising their outcomes in reading, writing and overall communication throughout the school.
2	A key focus is on boosting attainment in mathematics across Key Stage 2. We recognise that targeted intervention is needed to address specific learning gaps, particularly those that arose from the pandemic's disruption and those linked to periods of low attendance, ensuring all pupils achieve their full mathematical potential.
3	We are committed to rapidly improving literacy skills in both reading and writing, with a specific focus on developing reading fluency across all key stages. Data highlights a significant opportunity to close the attainment gap for our disadvantaged pupils between phonics screening check (PSC) outcomes and the expected standard in reading and writing at the end of Key Stage 1.
4	Data on engagement in clubs and trips shows an opportunity to increase participation among our disadvantaged pupils. These broader experiences are crucial for enriching pupils' background knowledge, which directly supports deeper understanding and comprehension across all academic subjects.
5	A priority is to improve overall pupil attendance and significantly reduce persistent absenteeism across the school, bringing our figures in line with or above national averages. We will implement supportive strategies to maximise every pupil's time in school, ensuring consistent access to their full curriculum and educational opportunities.

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 develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum	Attainment for disadvantaged pupils in the Prime Areas of Listening, Attention and Understanding, and Speaking at the end of Foundation Stage 2 (F2) is in line with national averages, with the attainment gap between disadvantaged and non-disadvantaged pupils narrowed.

	Disadvantaged pupils demonstrate a more accurate and contextual use of ambitious vocabulary (Tier 2 and 3 words) in writing reading comprehension and oral communication across the curriculum, as evidenced by classroom observations and assessment data (e.g., Wellcomm, writing analysis).
Pupils make rapid and sustained progress in maths	- Attainment for disadvantaged pupils at the expected standard in mathematics at the end of EYFS, KS1 and KS2 is at least broadly in line with national averages for all pupils. - Internal data demonstrates that the vast majority of disadvantaged pupils are on track to meet their expected progress targets, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils within the school.
All pupils become fluent readers to enable them to access a broad and balanced curriculum	- Attainment for disadvantaged pupils in the Phonics Screening Check at the end of Year 1 is broadly in line with their non-disadvantaged peers. - The percentage of pupils who can read at 120+ Words Per Minute (WPM) increases significantly across Key Stage 2, with the fluency gap between disadvantaged and non-disadvantaged pupils reduced. - The percentage of pupils achieving the expected standard in reading at the end of KS1 and KS2 for disadvantaged pupils is at least broadly in line with national averages for all pupils.
Pupils make rapid and sustained progress in writing	- Attainment for disadvantaged pupils at the expected standard in writing at the end of EYFS, KS1, and KS2 is at least broadly in line with national averages for all pupils. - Internal data demonstrates that the vast majority of disadvantaged pupils are on track to meet their expected progress targets, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils within the school.

School achieves attendance target and there is a significant reduction in persistent absenteeism There is a significant reduction in amount of lost learning due to lateness	• The school is improving towards a whole-school attendance rate of at least 96%, with the attendance rate of the disadvantaged pupil cohort being higher than previous years. • The total amount of lost learning time due to lateness is significantly reduced, specifically for disadvantaged pupils, compared to the previous academic year.
Develop the cultural capital of disadvantaged pupils	• The participation rate of disadvantaged pupils in extra-curricular clubs, trips and enrichment activities is increased and is in line with or higher than previous years.

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: £ 45, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement diagnostic assessments across school, including Wellcom, Reading Fluency, TTRS, RWI. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year group. Diagnostic assessment EEF	1, 2, 3
Implement a robust oracy curriculum that supports language development across subjects in all phases of school. CPD for staff on oracy and how to embed this effectively within all lessons.	When consistently implemented the average impact of an effective oracy curriculum for pupils is 6 months additional impact over the course of the year. Oral language – Teaching and Learning Toolkit EEF	1, 2, 3
Ensure high quality interactions between pupils and staff across EYFS, modelling high level vocabulary and communication skills.	When implemented consistently, high quality interactions with children will help to develop their communication and language.	1

CPD on high quality interactions to be delivered and monitoring scheduled to ensure positive impact.	Preparing for Literacy Guidance report EEF	
Consistently implement Number Sense across EYFS and KS1 to secure pupil's early number sense and confidence in maths. Fund maths lead release time to embed the key elements of number sense, ensure a systematic approach to the teaching of early mathematics and review the impact on pupil achievement.	Having a deep and secure understanding of number lays the firm foundations that sets children up for success later on. Improving Mathematics in Early Years and Key Stage 1 Guidance Report EEF Early numeracy approaches EEF	2
Consistent approach to the teaching of mathematics that encompasses challenge, problem solving and fluency. CPD on the Accelerated Learning Cycle and the implementation of HCAT maths curriculum.	To succeed pupils need to draw on a variety of problem-solving strategies, which enable them to make sense of unfamiliar situations and tackle them intelligently. Improving Mathematics in Key Stages 2 and 3	2
Improve the quality of the teaching of times tables by explicitly teaching multiplication facts based on gaps in learning. Regular analysis of TTRS informs future lessons and targeted support which is strengthened by high quality CPD.	Assessment should be used not only to track pupils learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and targeted support. Improving Mathematics in Key Stages 2 and 3	2
High quality CPD to be delivered weekly by members of SLT on our teaching and learning approach, marking and feedback and use of target setting and assessment procedures. Members of SLT meet with class teachers to support with developing coherently planned and sequenced units of work. Bespoke CPD cycles to be delivered to meet individual need, with a particular focus on staff new to school and year group.	EEF research suggest three recommendations for designing and selecting effective professional development to ensure that CPD upskills and develops staff effectively. Effective Professional Development EEF	1, 2, 3
Further enhancing reading fluency to enhance the daily LIRA	EEF research suggests that Fluent reading supports reading comprehension. When pupils read	3

session and ensure pupils keep up. Effective deployment of support staff to ensure bottom 20% have regular access to QFT to keep up. Alongside assessments, implement a bespoke approach to the monitoring and tracking of reading fluency amongst the bottom 20% of children to monitor impact of QFT	fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. EEF blog: Shining a spotlight on reading fluency EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 33, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group additional support delivered in addition to and linked with normal lessons, including Wellcom, TTRS, RWI 1:1 tutoring. Regular review points to measure the impact of intervention.	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Implement bespoke SALT packages to best support individual speech and language development. CPD to best support the SALT TEACH Champion.	Oral language interventions can be an effective approach for disadvantaged pupils. Oral Language Interventions EEF	1
Using cover release to conduct pupil progress data analysis and cohort action plans establish small group reading interventions for pupils working below age-related expectations	EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. Small group tuition EEF	1, 2, 3

Clear intervention timetable to deliver targeted wave 2 and 3 to identified pupils, progress monitored and tracked regularly		
Deliver a targeted and bespoke CPD package for teaching assistants to strengthen their expertise in planning and delivering high-quality intervention groups. Training will focus on evidence-based approaches, subject-specific pedagogy and strategies to promote independence and oracy.	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. Deployment of Teaching Assistants EEF	1, 2, 3

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

Budgeted cost: £43, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice set out in the DfE's guidance on working together to improve school attendance. Train staff and develop and implement new approaches to improving attendance. Targeted support and intervention conducted by the school's parent support advisor to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance (applies from 19 August 2024) Supporting attendance EEF	5

fully engage key families in understanding the importance of regular attendance		
Implement via a Motional subscription to assess pupils' SEMH needs and provide robust SEMH interventions to best support identified pupils. Early identification of pupil need alongside parent partnership will be utilised to identify key pupils in need. Regular assessments to evaluate impact and progress.	Implementing SEMH interventions is a crucial aspect of supporting pupils with SEMH needs. These interventions aim to provide tailored support to help pupils cope with their emotions, build resilience and develop coping strategies. By implementing these interventions educators create a supportive environment that foster wellbeing and enables pupils to engage more fully in their learning. Understanding the Impact of SEMH Needs on Learning	1, 5
Establish an extra-curricular offer that clear links with the school's personal development vision. Devise and implement a system to record, track and analyse the participation of all students in extra-curricular activities and wider experiences. Pupil premium funding to subsidise enrichment activities to ensure equal opportunities and engagement for all. Survey pupils and parent/carer to gather their views on their interests and the impact of this offer.	Research suggests that disadvantaged pupils require access to a variety of extra-curricular activities to develop essential skills and social networks. The inclusive nature of the school promotes all pupils' involvement in school life irrespective of their financial context. Children (families) with certain financial barriers have all successfully, in the past, participated in extracurricular activities of their choice. Parent survey outcomes have highlighted the benefits that arise from families being supported financially in various extra-curricular activities An Unequal Playing Field: Extra-curricular activities, soft skills and social mobility – GOV.UK Callanan M, Laing K, Chanfreau J, Paylor J, Skipp A, Tanner E, Todd L. The value of after school clubs for disadvantaged children. Briefing paper 3.London: NatCen Social Research, 2016. Out of school activities & the education gap	4
Carefully planned projects and work completed by the parent support advisor, to best support the development	More intensive approaches, which target particular families or outcomes, are associated with larger learning gains. Working with Parents to Support Children's Learning EEF	1, 5

of the social and emotional needs of key families. Review the current pastoral offer to enhance positive home-school relationships.		
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Total budgeted cost: £121, 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Impact / Review
All pupils become fluent readers to enable them to access a broad and balanced curriculum	% of pupils achieving the expected standard in phonics at the end of Year 1 remains above national for PP and all pupils % of pupils achieving the expected standard in phonics screening check at the end of Year 2 is above national for PP and all pupils. The school sets the target for 100% of pupils to pass the phonics screening check by the end of year 2 and demonstrate that they are fluent readers using RWInc assessments. - Any Key Stage 2 pupils who are not fluent readers remain on the Systematic Synthetic Phonics programme and receive additional catch up support to enable them to move off the programme at the earliest possible point.	Summer 2024 data Year 1 Phonics Screening Check: All Pupils (27) – 93% Disadvantaged (9) – 89% National All – 80% National Disadvantaged – 68.1% (2024) By Year 2 Phonics Screening Check: All Pupils (30) – 97% Disadvantaged (9) – 100% National All – Summer 2025 data Year 1 Phonics Screening Check: All Pupils (30) – 60% Disadvantaged (14) – 50% Non disadvantaged (16) – 68.8% National All – 80% (2024) National Disadvantaged – 68.1% (2024) By Year 2 Phonics Screening Check: All Pupils (25) – 96% Disadvantaged (8) – 87.5% (1 pupil not passed) National All – 89% (2024) 3 Year Trend Data for Year 1 PSC: 2025: All – 60% Disadvantaged – 50% 2024: All - 93% Disadvantaged – 89% 2023: All - 87% Disadvantaged – 63% Outcomes for the phonics screening check have been inline with or above national for 2022 to 2024 academic years however fell significantly below national in 2025 with 60% of pupils meeting the expected standard. This is partly due to the percentage of pupils with SEN needs in the current Year 1 cohort (27%). Significant investment was placed on one to one tutoring to enable pupils to keep up, not catch up with the RWInc phonics scheme for Year 1 pupils in 2024-25 and the school will need to invest resource in this continuing in 2025-26, with a particular focus on Pupil Premium pupils. Key Stage 1 Outcomes 2025 Expected Standard All Pupils (25) – 72% (2023 National – 68%) Disadvantaged (8) – 62.5% Higher Standard All Pupils (25) – 12% (2023 National – 18%) Disadvantaged (8) – 0%

		The percentage of disadvantaged pupils achieving the expected standard in reading by the end of KS1 has increased from 44.4% in 2024 to 62.5% in 2025. However, the percentage of disadvantaged pupils achieving the higher standard has not increased and needs to be a target for future development. Key Stage 2 Outcomes 2025 Expected Standard All Pupils (29) – 69% (2025 National – 75%) Disadvantaged (14) – 57.1% Higher Standard All Pupils (29) – 38% Disadvantaged (8) – 43% There has been a significant increase in the percentage of pupils achieving the expected standard in reading in 2025 at 69% compared to 43.8% in 2024. The percentage of disadvantaged pupils achieving the expected standard has also increased from 43.8% in 2024 to 57.1% in 2025. 43% of disadvantaged pupils achieved the higher standard in reading in 2025. Further investment in reading, including continued professional development for teachers, is required in 2025-26 to continue this trend.
Pupils develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum	• Pupils use a range of vocabulary appropriately for their age and stage of development • Pupils use a range of higher level vocabulary across the curriculum • Pupils are able to articulate their views clearly during P4C sessions and across other areas of the curriculum • Writing assessments demonstrate that pupils apply a varied range of ambitious vocabulary for their age range • Question level analysis of reading assessment papers <i>demonstrate pupils' increasing improvements in the understanding of vocabulary</i>	The impact of the Language Development Programme and Oracy teaching across school can be demonstrated through pupils' growing confidence in speaking and are beginning to demonstrate impact on outcomes in other curriculum areas, in particular reading and writing. Outcomes in reading and writing were broadly in line with previous National at KS1 (2023) and were closer to national in KS2. In 2025, the attainment gap between pupil premium and non pupil premium in communication and language in EYFS closed. In 2024 88% of non disadvantaged pupils achieved the expected standard in speaking at the end of EYFS compared with only 67% of disadvantaged pupils. In 2025 85.7% of disadvantaged pupils achieved the expected standard compared with 86.7% of non disadvantaged pupil. The development of oracy and language skills remains an area of need in order to sustain these positive changes in future cohorts.

Pupils make rapid and sustained progress in maths	• Each year group makes greater than expected progress as a cohort • Pupil Premium pupils as a 'cohort' make at least the same amount of progress as non pupil premium pupils • In End of Key Stage assessments, pupil premium pupils perform at least as well as pupil premium pupils nationally • Year 6 and Year 2 outcomes in mathematics are in line with National for all pupils and PP	Summer 2024 data EYFS – Number: All – 72% Disadvantaged – 58% Numerical Patterns: All – 76% Disadvantaged – 66.7% KS1 Expected Standard: All – 70% Disadvantaged – 33% Greater Depth: All – 20% Disadvantaged – 22% KS2 Expected Standard: All – 59% Disadvantaged – 67% Greater Depth: All – 16% Disadvantaged – 22% Outcomes at the end of EYFS in 2025 are above the National (2024) for number but below for numerical patterns. At KS1 disadvantaged pupils performed better than non disadvantaged at the expected standard (75% compared to 70.6%), however 0% of disadvantaged pupils achieved the higher standard compared with 23.5% of non disadvantaged pupils. At the end of KS2, the percentage of pupils overall increased from 59% to 72%, however the percentage of disadvantaged pupils achieving the expected standard decreased and therefore remains an area for focus in order to close the attainment gap. The percentage of disadvantaged pupils achieving the higher standard remained the same and inline with all.	Summer 2025 data EYFS – Number: All – 81.8% Disadvantaged – 85.7% Numerical Patterns: All – 68.2% Disadvantaged – 57.1% KS1 Expected Standard: All – 72% Disadvantaged – 75% Greater Depth: All – 16% Disadvantaged – 0% KS2 Expected Standard: All – 72% Disadvantaged – 57.1% Greater Depth: All – 21% Disadvantaged – 21%
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Pupils make rapid and sustained progress in writing	• In End of Key Stage assessment in writing for EYFS, KS1 and KS2, attainment at the expected standard for all pupils and disadvantaged is at least in line with National • In End of Key Stage assessments in writing (EYFS, KS1 and KS2), pupil premium pupils perform at least as well as pupil premium pupils nationally and the school's attainment gap between disadvantaged and non is narrowed • Internal data evidences that the vast majority of pupils are on track to meet their FFT target set in writing	<table><tr><th>Summer 2024 data</th><th>Summer 2025 data</th></tr><tr><td>EYFS – Writing: All – 62% Disadvantaged – 50%</td><td>EYFS – Writing: All – 64% Disadvantaged – 57%</td></tr><tr><td>KS1 Expected Standard: All – 60% Disadvantaged – 44%</td><td>KS1 Expected Standard: All – 60% Disadvantaged – 50%</td></tr><tr><td>Greater Depth: All – 17% Disadvantaged – 11%</td><td>Greater Depth: All – 12% Disadvantaged – 0%</td></tr><tr><td>KS2 Expected Standard: All – 66% Disadvantaged – 69%</td><td>KS2 Expected Standard: All – 66% Disadvantaged – 64%</td></tr><tr><td>Greater Depth: All – 3% Disadvantaged – 0%</td><td>Greater Depth: All – 7% Disadvantaged – 7%</td></tr></table> At EYFS, writing is a limiting judgement on pupils achieving GLD and continues to be an area for development for disadvantaged pupils who do not perform as well as non disadvantaged pupils. At KS1, outcomes in writing are inline with those of previous National (2023) both for all pupils and disadvantaged. In 2025, disadvantaged pupils, at 50%, performed better than disadvantaged nationally at 44% (2023). At Key Stage 2, outcomes in writing remain below National (72% in 2025). There is no significant attainment gap between disadvantaged and non.	Summer 2024 data	Summer 2025 data	EYFS – Writing: All – 62% Disadvantaged – 50%	EYFS – Writing: All – 64% Disadvantaged – 57%	KS1 Expected Standard: All – 60% Disadvantaged – 44%	KS1 Expected Standard: All – 60% Disadvantaged – 50%	Greater Depth: All – 17% Disadvantaged – 11%	Greater Depth: All – 12% Disadvantaged – 0%	KS2 Expected Standard: All – 66% Disadvantaged – 69%	KS2 Expected Standard: All – 66% Disadvantaged – 64%	Greater Depth: All – 3% Disadvantaged – 0%	Greater Depth: All – 7% Disadvantaged – 7%
Summer 2024 data	Summer 2025 data													
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KS2 Expected Standard: All – 66% Disadvantaged – 69%	KS2 Expected Standard: All – 66% Disadvantaged – 64%													
Greater Depth: All – 3% Disadvantaged – 0%	Greater Depth: All – 7% Disadvantaged – 7%													
School achieves attendance target and there is a significant reduction in persistent absenteeism There is a significant reduction in amount of lost learning due to lateness	• Pupil Premium pupils attendance as a ‘cohort’ is inline with that of non pupil premium pupils • The school achieve at least 96% attendance as a whole and shows significant improvements from the previous academic year • The number of minutes late for pupil premium pupils is significantly reduced from September 2023 to July 2024	Attendance 2023-2024 data All Pupils – 91.7% All pupils (Statutory) – 91.86% Disadvantaged – 90.41% Non disadvantaged – 92.37% National (Primary) – 94.5% National disadvantaged – 89.9% Persistent Absenteeism 2023-24 All Pupils – 27.2% Disadvantaged - 31.65% National – 15.2% Attendance 2024-2025 data All Pupils – 92.9% All pupils (Statutory) – 92.8% Disadvantaged – 91.4% Non disadvantaged – 94% National (Primary) – 94.5% (24-25)												

	The vast majority of pupil premium pupils have an attendance of over 96%	National disadvantaged – 89.9% (23-24) Persistent Absenteeism 2024-25 All Pupils – 19.7% Disadvantaged - 24.4% National – 15.2% (23-24) Persistent absenteeism has reduced in 2024-25 for both all pupils and disadvantaged. Whole school attendance has also improved, although not at the same rate. Attendance for disadvantaged pupils remains lower than for all pupils.
Develop the cultural capital of disadvantaged pupils	- Pupils have access to a range of arts and cultural opportunities across the year - There is increased participation from Pupil Premium pupils in a full range of after school clubs and sporting events offered - Pupil voice demonstrates increased confidence levels and high aspirations	West Meadows aims to ensure that through pupil premium funding we provide pupils with a wide range of opportunities and experiences, including in the arts and sports to broaden horizons and raise aspirations. The school effectively invested in a range of school funded and part funded visits in and out of school in 2024-25 to provide a wide range of experiences to children across school including: - Visits out of school (e.g. Year 6 Crucial Crew trip transport and end of year leavers' experience trip; F2 trips to Elsecar Park and Wigfield Farm; Y1 trip to Yorkshire Sculpture Park; Y2 trip to Chester Zoo; Y3 trip to Eureka) - Visits into school (e.g. STEM ambassador workshops, Scooter Skills Project in Year 4, Twiggs Community Project) - Music lessons for Year 5 pupils through Barnsley music services and Year 5 pupils performance at Barnsley Music Festival in June 2024. - Private music tuition for pupils part funded for disadvantaged pupils - Pupils from Years 4 through to 6 were provided with the opportunity to perform at the Academy Theatre as part of their end of year musical performance project The school also increased adult engagement in pupils' learning developed through theme days in maths, science, reading and the arts which were very well attended. The PSA also ran craft events for targeted classes to increase parental engagement in school and ran First Aid training and Mental Health training sessions for parents. All classes also participated in Mental Health workshops while the school also trained pupils as Wellbeing Ambassadors this academic year.

Externally provided programmes

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

Programme	Provider
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Read, Write Inc Phonics	Read, Write Inc (Ruth Miskin)
TT Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.