Pupil premium strategy statement

Westborough Primary School | 2026 to 2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Westborough School (Westborough Academy)
Number of pupils in school	420 (school) 22 (nursery)
Proportion (%) of pupil premium eligible pupils	38% (159 of 420 pupils, excluding nursery)
Academic years that our current pupil premium strategy plan covers	2024 to 2025, 2025 to 2026, **2026 to 2027**
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	David Tipper, Head Teacher
Pupil premium lead	Kate Snarey, Assistant Head Teacher
Governor / Trustee lead	Helen Sloan, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,450 (159 pupils × £1,550)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£246,450**

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.

Part A: Pupil premium strategy plan

Statement of intent

At Westborough, our intention is that all pupils, irrespective of their background or challenges, make strong progress and achieve well across the curriculum. We will meet the needs of all pupils and ensure the appropriate provision is made for all, by assessing and addressing individual and wider cohort needs to close the gap between disadvantaged and non-disadvantaged peers on a personal, academic and social level.

Ensuring our funding improves classroom practice has been our main revision for 2026 to 2027, and we have improved our strategy and direction of funding to reflect this.

The funding has changed for the 2026 to 2027 cohort. We recognise that disadvantage can affect a wider group of pupils, including those identified through the expanded pupil premium approach, and we will use our knowledge of each pupil to ensure targeted support reaches those who need it most.

We will carefully consider the needs of individual children and the challenges for them and their families inside and outside of school. We will ensure these needs are met through improved quality first teaching in all areas, with a focus on early reading and foundation skills, as well as a balance of interventions with clearly defined outcomes. In addition, we will ensure access to wider opportunities to expand cultural capital and experiences, and provide social and emotional support, to ensure there is equity for all children.

We aim to provide pastoral support for both children and their families, to increase attendance and reduce persistent absence for disadvantaged pupils so that children access the full learning offer.

This strategy is a long-term plan which will be reviewed and monitored regularly.

Challenges

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

Challenge	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress in reading, writing and maths from their starting points when entering school. The barriers are wide and varied, which impacts overall attainment.
2	Communication and language skills are low on entry to the school; this is sometimes accompanied by limited vocabulary and little or no English. These gaps are noted throughout the school through our assessments, observations and discussions with pupils.
3	Reading attainment and progress for PP children has historically been below the national average and below that of non-PP children. PP funding is narrowing this gap. Our observations and assessments show low starting points on entry to school, particularly in pre-reading and early reading skills, so support is still needed.
4	Attendance is below national for PP pupils, and persistent absence is above the national average and higher than for non-PP children. Poor attendance can have a negative impact on progress and attainment.
5	The impact on mental health and wellbeing of the cost-of-living crisis and rising household costs on PP children and their parents/carers has been noted in our assessments, observations and discussions with pupils. Children affected are less likely to make progress, and the challenges they face need to be addressed.
6	Parental expectation and engagement in children's learning is sometimes lower among disadvantaged families than non-disadvantaged. We want to ensure that all parents feel they can support their children and know how to do so. A number of families are currently supported by social care, and some families need support from the school to address their needs so they can support their children's learning. Pupils and

Challenge	Detail of challenge
	their families have welfare needs that must be met at school, including diet, health, and social and emotional needs.
7	Deprivation is high in the local area (both pupil-based and school-location deprivation are above average), which for some children leads to a lack of wider experiences. We want to ensure that all children have access to wider school life and experiences outside of school which will develop them personally and culturally.

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
Improved communication and oracy skills throughout the school, supporting all subjects and wellbeing.	• Improved pedagogy and structured development of oracy skills throughout the school, monitored against the oracy framework strands: physical, linguistic, cognitive, and social and emotional. • Oracy strategies embedded in class, in both teaching approaches and children's speaking and listening behaviours. • Resilience and learning/listening behaviours improve, and children are less likely to be involved in behaviour incidents (monitored through Voice 21 pupil and teacher surveys). • Oracy skill progression is embedded in staff planning and in our Oracy on a Page curriculum. • Teacher benchmarks and the Voice 21 partnership used to monitor success through surveys, the portfolio and listening walks.
Raise the percentage of PP children meeting the expected standard and above in statutory reading, writing and maths. Reduce the number of PP children requiring early reading (phonics) intervention.	• All pupils make accelerated progress in reading, writing and maths, and the gap to national is narrowed for PP children in phonics and KS2 statutory outcomes, in both attainment and progress. • Improved quality first teaching of reading through staff development in Reading for Pleasure, measured through an increase in books successfully quizzed and participation in reading activities. Reading for Pleasure further expanded through the school, with a continued budget for books. • Increased focus on reading fluency, now assessed termly, with additional timetabled fluency lessons, as reading speed affected test performance. • Fewer children working in the lowest 20% for reading across all year groups, supported by Fast Track tutoring and continued access to phonics as appropriate. More children successfully complete the programme. • Increased percentage of children passing the phonics screening check in Year 1 and Year 2. • All staff trained to deliver RWI and Fast Track tutoring through a continuous programme of training. • All children not on track receive Fast Track 1:1 tutoring.
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	• Overall attendance of 96%, with a sustained reduction in the attendance gap between disadvantaged and non-disadvantaged pupils, reaching 2% by 2027. • Persistent absence below 11%, with disadvantaged persistent absence no more than 2% higher than peers. • Attendance is now monitored in-house.
Mental health and wellbeing: children's social and emotional needs are met so they can	• Early identification by the Deputy Head/SENCo of children who need support.

Intended outcome	Success criteria
access learning, and the need for interventions reduces.	• Extended access to additional services to support mental health, such as play therapy and counselling.
Parental engagement and expectations	• A programme of workshops delivered throughout the year, with increased attendance and participation from parents, particularly disadvantaged families. • Increased parental support for children to take part in enrichment activities outside of school, such as clubs, and with homework.
Enrichment activities	• Pupil premium children take part in the full programme of enrichment, including camps, residentials, outreach work and trips. • Pupil premium children are extended to meet their potential through opportunities such as clubs.

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: £59,405

Activity	Evidence that supports this approach	Challenges addressed
Oracy: Voice 21 partner school programme Raising the profile of talk within the school, including pedagogy, curriculum and classroom practice. Oracy lead and three oracy champions cascade the approach throughout the school, including training and release time (one day a year for the oracy lead). Performance poet or author visit.	Oral language approaches have a high impact on pupil outcomes (EEF, +6 months) but need to be matched to learners. Training supports modelling, development of the skills and implementation across the wider curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions An initial EEF evaluation pilot found Voice 21 promising for improving oracy skills: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 The EEF trial of Dialogic Teaching (learning through talk) returned positive findings. University of Cambridge analysis of classroom dialogue: https://www.educ.cam.ac.uk/research/programmes/classroomdialogue/ **Target for 2024 to 2027: harnessing oracy to elevate learning.** • The amount and structure of oracy-based parts of lessons have developed steadily over the year. • Successful implementation of the Westborough oracy curriculum, Oracy on a Page, which sequences the oracy skills and knowledge taught across pupils' time at school to ensure progression and teaches pupils to use a range of types of talk in different contexts for different audiences. • All teaching staff have engaged in professional development for oracy. • Subject leaders are beginning to develop subject-specific approaches to oracy.	2
Improving early reading Extended time for the Reading Lead to ensure all staff are fully trained and practice/coaching sessions are fully implemented. Working in partnership with the DfE English Hub programme for SSP. Purchase of the RWI portal and supplementary resources to ensure fidelity to the SSP. Training and release time for all teachers and TAs to attend regular 15-minute practice and coaching sessions (19 a year).	Teaching of phonics and staff subject knowledge have improved significantly since the Ofsted report (September 2021), due to PP-funded CPD using the portal and the Reading Lead delivering bi-weekly training, practice and coaching sessions. This spend will continue in this three-year plan due to its success. The school has graduated from the English Hub phonics programme but will continue to access training so that all adults are trained to the highest standard. Historically, disadvantaged pupils have not performed as well as non-disadvantaged peers in the PSC and Year 6 reading. EEF: phonics has a positive impact overall (+5 months), with very extensive evidence, and is an important component in developing early reading skills, particularly for disadvantaged children. Phonics teaching should be explicit, systematic and matched to children's current skill level. Phonics improves accuracy but not necessarily comprehension, so vocabulary, spelling and comprehension should also be taught explicitly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3

Activity	Evidence that supports this approach	Challenges addressed
EYFS: Making a Strong Start. Additional adults for RWI groups and weekly assessment, to “keep up, not catch up”.		
Reading fluency programme with the English Hub Working with the English Hub to improve reading fluency, predominantly in KS2, with a focus on prosodic reading and inclusive strategies. Reading Lead (AHT) to attend six confirmed half-day English Hub reading fluency training sessions (three in London), plus a further four days if the school is accepted onto English Hub targeted support. Extended time for the Reading Lead, staff training, and books and author visits to sustain our reading community.	Our data, in line with national, shows that disadvantaged children make less progress and are less likely to meet national expectations in Year 6 reading. Elmhurst Primary, with the DfE, developed a programme based on Teresa Cremin’s research to build reading communities, leading to improved outcomes. We have continued the work started with the English Hub to develop a reading community through structured training and timetabled time to practise reading and hear stories. Reading for pleasure is most effective as a shared, social experience in school: children need to take part in communities of engaged readers within and beyond school (Cremin, UKLA research). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3, 5
Teaching assistant training Assistant Head and Deputy Head to train TAs so they have the knowledge needed to support children, and to ensure TAs are used effectively both in class and in interventions.	TAs can have a positive impact on outcomes when they have the knowledge to support children. Investing in professional development for TAs to deliver structured interventions can be cost-effective, because the efficacy of different TA deployments varies widely (EEF, +4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Steplab Structured, evidence-informed CPD, coaching and drop-ins. Subscription funded by the trust. Half an hour a week for every teacher, plus AHT coaching time.	Steplab provides a structured approach to CPD, ensuring consistent, high-quality teaching across the school, from culture to high engagement, with teachers well trained, monitored and supported through coaching and drop-ins. This will lead to increased engagement, improved progress and better attainment. The initial focus is Creating Culture: regular drop-ins and deliberate practice, linked to feedback against success criteria, to drive calm classrooms and maximise learning time. The EEF identifies effective professional development as an important mechanism for improving teaching quality and pupil outcomes,	1

Activity	Evidence that supports this approach	Challenges addressed
AHT lead: two hours a week for PD planning and monitoring. Weekly drop-ins by the Head Teacher, Deputy Head and SENCo.	particularly when linked to evidence. Steplab is built around the EEF principles.	
PiXL (new for 2026 to 2027) Trust-wide partnership; membership funded by the trust. Training for teachers (6 hours a year), TAs (3 hours a year) and the AHT lead (3 days a year).	Ensures teaching is targeted. Diagnostic assessment identifies precise gaps in knowledge so teachers can see the exact steps children need. Targeted therapies address these quickly, rather than pupils receiving broad intervention that may not meet their needs. Training ensures therapies are linked directly to cohort, class or individual need. The PiXL diagnose–therapy–test–revisit approach aligns with EEF guidance on interventions.	1

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

Budgeted cost: £102,070

Activity	Evidence that supports this approach	Challenges addressed
Specialist speech and language instructor Working with targeted children in EYFS, KS1 and KS2.	A high number of children start school with poor speech, language and communication skills. This intervention is run by an instructor experienced in speech and language work. Oral language approaches have a high impact on pupil outcomes (EEF, +6 months) but need to be matched to learners: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
NELI in Reception (new for 2026 to 2027) Used as a whole-class intervention, delivered for one hour a week, with 4 hours of staff training.	Improves the oral language and communication skills of pupils entering Reception with identified language needs, reducing a significant barrier to the wider curriculum. Monitored through baseline-to-exit progress, communication and language outcomes, classroom observations and progress towards GLD. EEF: each impact evaluation of NELI-Reception has consistently shown that children receiving the programme made additional progress in oral language compared with those who did not.	2
Additional adult in EYFS TA (0.5 FTE) providing additional support with reading, writing and maths.	Focus on early literacy skills for PP children: early intervention and additional reading. EEF one-to-one tuition, +5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3
Additional teacher in Year 6: reading Reading lessons and targeted support.	Children identified through careful assessment for a reading intervention focused on key WCR reading strategies and increased reading for pleasure, choosing and applying appropriate reading strategies and vocabulary with support.	1, 2, 3

Activity	Evidence that supports this approach	Challenges addressed
	EEF reducing class size, +2 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size EEF reading comprehension strategies, +6 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Additional maths teaching in Year 6 (Head Teacher) Three one-hour sessions a week in the autumn term, reducing to two a week from January.	Careful analysis of assessment data identifies specific gaps in learning, which are taught in targeted groups. EEF reducing class size: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1
Additional TA: Fast Track tutoring in KS2 Daily afternoon sessions (1.15pm to 3pm) for children on the RWI programme in KS2.	Phonics teaching identified as an area to improve. RWI Fast Track tutoring now followed for all children in the lowest 20% and on RWI from Reception to Year 6. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
Additional teacher in Year 4: multiplication (MTC) One hour a day, four days a week.	Timetabled to support children in Year 4, initially with teaching and practising times tables, then moving to intervention groups and targeted tutoring.	1
Phonics tutoring in EYFS, Year 1 and Year 2 Tutoring for all children not on track for the PSC in Year 1, and for children not on track in EYFS. Tutoring and catch-up group for children who did not pass the PSC in Year 1.	Any child not on track receives a ten-minute session around three times a week from an adult, plus daily intervention using the RWI portal in Years 1 and 2. The EYFS team assess weekly so children can access “keep up, not catch up” sessions. Teacher-run afternoon session in addition to the morning session to focus on gaps. All children who did not pass the PSC in Year 1 receive 1:1 support.	3
RWI intervention for KS2	Three half-hour sessions a week run by two RWI-trained TAs for children still on the RWI programme, combined with a rolling programme of tutoring. The programme is followed with fidelity and children are assessed half-termly.	1, 3
PiXL therapies Five KS2 TAs delivering therapies for 1.5 hours each afternoon.	Specific gaps in pupils’ knowledge identified through question-level analysis of regular testing. Targeted therapies focus on disadvantaged children not making progress.	1
Literacy Gold	Targeted, structured intervention in short sessions to improve phonics and reading fluency for children behind in reading, supporting their RWI intervention. KS2 children continue on the RWI programme, and a key adult monitors. Based on EEF evidence for targeted digital interventions (+4 months). Pupils will improve their phonological awareness. Impact measured with RWI assessments and Literacy Gold progress assessments.	1, 3

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

Budgeted cost: £60,996

Activity	Evidence that supports this approach	Challenges addressed
External counsellor and play therapist Working in school to support children with their emotional needs and give them strategies to manage these, so they can access learning.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making, interaction with others and self-management of emotions, rather than focusing directly on academic learning. More specialised programmes use elements of SEL and are targeted at pupils with particular social or emotional needs (EEF, +4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Transition and 11+ preparation 11+ tuition for PP children. Transition partnerships with local secondary schools.	Ensures children have fair access to local grammar school tests and are prepared for the 11+, with a proven track record of high results providing challenge. Partnership with two local secondary schools (one grammar, one non-grammar) working with children in Year 5. The SHSB programme supports and encourages PP children to take the 11+ and consider their secondary options. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1, 5
Additional PP meetings To identify underachieving pupils and plan targeted support, and to discuss PP pupils' wellbeing and any additional concerns.	The EEF highlights the need for good, continually improving assessment so the right children are identified for support. This requires good diagnostic assessment and effective monitoring of progress, while keeping assessment efficient, effective and free of bias.	1, 3
Cultural capital: educational trips All children have access to trips, and these are not constrained by parental finances. Additional trips and camps. Music lessons through an outreach programme.	Enrichment trips ensure PP children are not deprived of any opportunity available to all pupils, and boost creativity and wider life experiences. All year groups regularly visit places of educational interest. Children can attend additional camps outside their year group, and Years 5 and 6 go wild camping. EEF arts participation: involvement in artistic and creative activities such as dance, drama, music, painting or sculpture, as part of the curriculum or as extra-curricular activity.	7
Extensive club provision and breakfast	Subject-specific, enrichment and sports clubs run four days a week after school, free of charge, so all children can access wider school life regardless of parental contributions. Pupils can access a healthy breakfast. EEF: breakfast provision helps ensure no child has to learn while hungry.	5, 7
Regular parental engagement sessions Raising outcomes and aspirations for PP children and parents.	Supports parents, gives them the opportunity to make friends, and keeps communication with school open so concerns can be discussed. Targeted support from invited professionals. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Pastoral support worker and Deputy Head: attendance Improving attendance and punctuality, with particular	Attendance of disadvantaged pupils is below national, and persistent absence is higher than for non-disadvantaged pupils. Pupils with excellent attendance make greater progress and attain more than those with poor attendance or punctuality. Early intervention and support from the pastoral manager and safeguarding lead have been successful in supporting families	4, 6

Activity	Evidence that supports this approach	Challenges addressed
emphasis on disadvantaged learners.	and engaging children in school, including meetings, home visits, identifying families who need additional support and careful monitoring of vulnerable families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
In-house behaviour and nurture support	Support outside the classroom as needed, reinforcing the whole-school approach to behaviour, plus targeted interventions on regulating emotions and behaviour. EEF: up to +4 months' progress, as well as supporting the child emotionally: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5

Total budgeted cost: £222,471

Contingency (unallocated): £23,979, giving a total of £246,450 against the allocation.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School context

According to the IDSR 2025 (2026 awaited), the school's overall data context has not changed significantly in the last three years, with the exception of SEND, which has increased significantly. Westborough has an above-average number on roll (443), average FSM (34%) and above-average SEND (22%), with an above-average number of EHCPs.

Stability at Westborough has improved to 81%. Westborough has above-average pupil-based deprivation and above-average school-location deprivation.

Impact of our pupil premium activity in 2025 to 2026

Challenge 1

Disadvantaged pupils generally make less progress from their starting points when entering school. The barriers are wide and varied, which impacts overall attainment.

EYFS: Good Level of Development

	Westborough 2026
All pupils	67%
Disadvantaged	47%
Non-disadvantaged	75%

Overall GLD rose by 11% this year, but the gap widened for disadvantaged children (47% PP compared with 75% non-PP). This will remain a target for us.

Phonics screening check: Year 1

	Westborough 2026
All pupils	86%
Disadvantaged	89%
Non-disadvantaged	85%

Much improved in 2026: PP children outperformed non-PP children, with 89% passing (4 percentage points higher).

Phonics screening check: cumulative by end of Year 2

	Westborough 2026
All pupils	93%
Disadvantaged	85%
Non-disadvantaged	95%

Key Stage 2 outcomes 2026

	Expected standard	Greater depth
Reading: disadvantaged	71%	21%
Reading: non-disadvantaged	81%	33%
Writing: disadvantaged	66%	8%
Writing: non-disadvantaged	83%	33%
Maths: disadvantaged	54%	8%
Maths: non-disadvantaged	89%	33%
RWM combined: all pupils	58%	10%
RWM combined: disadvantaged	43%	4%

We are continuing to close the gap. In 2026 the gap is narrowing in reading (71% compared with 81%), but further targeting is needed in writing and maths, and for children working at greater depth.

Targeted academic interventions took place successfully across all year groups:

- Fast Track tutoring in phonics for all children not on track
- Additional teacher in Year 5 to allow smaller classes and targeted support for a year group with high SEND
- Teacher-led reading intervention in Year 6
- Teacher-led maths interventions in Years 4, 5 and 6
- RWI group intervention in Years 3 to 6
- RWI small steps tracker
- Maths tutoring in Year 6
- Boost Insight interventions based on question-level analysis and gaps
- Handwriting interventions
- 1:1 reading tutoring in Year 6

Higher attainers. We recognise that higher-achieving pupils should not simply meet expected standards but achieve high attainment, and we aim to provide challenge, opportunity and encouragement for all of them. In Year 6, an additional maths teacher extended higher prior attainers and reduced class sizes for other children. We invested heavily in reading for pleasure so pupils read a range of high-quality, challenging texts, including an extended range of early young adult fiction. Pupils were encouraged to achieve depth and fluency in reading, and the gap has narrowed. This support will need to continue in 2027 because the overlap between SEND and PP remains high.

11+ preparation. We worked with a local grammar school to provide additional sessions to prepare for the 11+, as part of the grammar school's commitment to increasing the number of children attending. Five children have reported passing.

Quality first teaching. Whole-school CPD focused on quality first teaching and upskilling teachers and support staff. We began developing more consistent practice and a lesson structure linked to EEF research on effective teaching, which will continue as part of SEEAT principles to maximise learning in the classroom. We have started working with Steplab to further strengthen the quality and consistency of teaching through regular professional development and coaching; pupils are already more focused and ready to learn, and consistency is improving.

Challenge 2

Communication and language skills are low on entry to the school, sometimes accompanied by limited vocabulary and little or no English.

Our partnership with Voice 21 has continued, including regular monitoring and support from the Voice 21 consultant and ongoing training through Voice 21 Classroom. We are continuing to work on consistency and high expectations for all pupils.

Oracy was identified as an area of strength in the SEEAT Trust review (June 2024) and by Voice 21 in 2025. In the most recent review (2026), Voice 21 noted that Westborough has developed a culture of oracy.

Changes for 2026 to 2027 include introducing NELI as a whole-class intervention in Reception to improve speaking and listening. We are also introducing PIVATS to support the assessment and progress of children with SEND in communication; it identifies each child's current level and gives practitioners next-step activities.

Challenge 3

Reading attainment and progress of disadvantaged children has historically been below national and below that of non-disadvantaged children, with low starting points on entry, particularly in pre-reading and early reading skills.

Phonics. 89% of disadvantaged pupils passed the phonics screening check this year, outperforming non-disadvantaged pupils.

Westborough has graduated from the English Hub's support for phonics, which ensured robust delivery of our systematic synthetic phonics programme. To keep provision high, we continue to attend training and maintain intervention, Fast Track tutoring and leadership time. Targets will be agreed and monitored with the RWI consultant so children receive the highest standard of teaching.

RWI tutors are well trained and work throughout the school to raise attainment for all children not on track, in line with the RWI philosophy of "keep up, not catch up". Tutoring is rigorously monitored and structured to teach gaps in short 5 to 10 minute individual sessions, and will now be continued by highly trained practitioners.

In 2026 to 2027 we will work with the English Hub to improve reading fluency, so children read fluently and deepen their understanding through prosody.

Year 6 reading intervention. An additional teacher worked successfully with disadvantaged children working below the expected standard. 100% made progress from their starting points in SATs scores, and 74% met the expected standard having been below or significantly below age-related expectations at the start. Three of these children also received tutoring, and all three met the expected standard.

Year 6 maths. Two additional teachers supported ability grouping and teaching, with significant improvement from the initial SATs practice test.

Additional adult in Year 5. This year group had significant mobility, with many children leaving and joining, which makes comparison difficult. The number of children on track in reading, writing and maths rose, and behaviour and readiness to learn improved over the year, ready for the move into two classes in 2026 to 2027. (This provision does not continue in 2026 to 2027.)

Challenge 4

Attendance is below national for PP pupils, and persistent absence is above national and higher than for non-PP children.

Whole-school attendance in 2025 to 2026 was 94.3%: disadvantaged 92.4%, non-disadvantaged 95.3%. Overall attendance increased in all areas compared with last year. Persistent absence remains a challenge, in line with national figures for schools with similar deprivation.

The Attendance Lead and Pastoral Manager previously used Local Authority support but have now developed their own rigorous, holistic approach. The Lead is successfully re-establishing a culture and expectation of good attendance while prioritising children's wellbeing, creating a culture of belonging.

Disadvantaged pupils' attendance is still slightly below that of non-disadvantaged pupils, but the gap has narrowed. A number of level 2 and 3 meetings have taken place, improving individual pupils' attendance.

Attendance rewards have been very successful, with a focus on working as a class: rewards at safeguarding and attendance assemblies, weekly incentives for 100% attendance, weekly class certificates, half-termly trophies, end-of-term prize draws for improved or good attendance, "most

improved" awards, and individual prizes for 100% and "Brilliant attendance" each half term. Children are taught the link between attendance and life chances.

Challenge 5

The impact on mental health and wellbeing of the cost-of-living crisis and rising household costs on PP children and their families.

Pupils need their basic needs met to be ready to learn. The Deputy Head/Safeguarding Lead and Pastoral Manager have supported numerous families at risk or needing additional support, including parents who needed help to support their children. Teachers and learning assistants work closely with the SENCo to identify pupils who need support additional to or different from other pupils.

Children can receive in-house counselling and play therapy. Targeted children have developed more positive relationships, strategies to regulate their behaviour, and improved self-confidence and self-esteem, allowing them to engage more fully in learning. Zones of Regulation is working successfully as an intervention for identified children.

The Pastoral Manager has supported families across the school to keep children safe from harm, through support plans to prevent families reaching crisis or to help them out of crisis and back into universal services. Referrals have included the Adolescent, Intervention and Prevention team, Fledglings (support for children who have witnessed domestic abuse), Turning Tides Youth Club, POWER and the Isaiah Project. Food bank referrals support around 30 of our most vulnerable families. Targeted families attended coffee mornings and received bespoke support.

Challenge 6

Parental expectation and engagement in children's learning is sometimes lower among disadvantaged families.

Parent presentations on learning expectations, behaviour and transition were well attended, with over 75% of parents attending the sessions or catch-up sessions. Other engagement this year included:

- "Bring your female/male relative to school" events
- Productions
- Weekly coffee mornings
- PTA
- Open-door policy to speak to staff
- More parents volunteering in school
- Website and social media groups where parents can ask questions
- Day-to-day pastoral support for parents from the Pastoral Manager
- Visible senior leadership on all entrances at the start and end of the day
- Weekly newsletter celebrating children's work and community links

Challenge 7

Pupils' cultural capital will be enhanced through the curriculum and a wide range of enrichment opportunities.

Twenty-five different daily club activities were provided in school, including cooking, sports, book club, arts and crafts, gardening and chess. Enrichment opportunities across the school included:

- Year 1 seaside day with Punch and Judy show
- Years 3 and 6 visit to Call of the Wild
- Years 2 and 5 visit to Belfairs Woods
- Cinema trips
- Partnership with the Royal Opera House
- Camping trips
- Swimming
- Discos
- Pantomimes

- SEEAT Trust events such as SEEART
- Local history trips
- Drama workshops
- Author visits
- Special visitors in assembly

Children can become ambassadors in areas of school life such as sport, school council and librarians. Ofsted (February 2024) noted that leadership roles instil responsibility and empathy, and that pupils in these roles actively contribute to the school community and understand how they are helping others.

Externally provided programmes

Names of non-DfE programmes purchased in the previous academic year.

Programme	Provider
Voice 21 Oracy	Voice 21
Read Write Inc. Phonics	Ruth Miskin Training
NELI (Nuffield Early Language Intervention)	Nuffield Foundation
Steplab	Steplab
PiXL	PiXL
Literacy Gold (formerly Dyslexia Gold)	Literacy Gold