

Pupil premium strategy statement – West Tytherley

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	53
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 2026/2027 2027/2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Pupil premium lead	Lucy Macey
Governor / Trustee lead	Derek Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,765.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 17,765.00

Part A: Pupil premium strategy plan

Statement of intent

This fund supports children who are in receipt of free school meals, and or who have been previously looked after or are looked after in care. There is also a small proportion of money which is allocated for those children who are in receipt of service premium: with either one or both parent being a serving member of the British Armed Forces.

This is a School where we practice the philosophy that “One size does NOT fit all”, that children need different support, interactions and provisions according to their circumstances and that this can alter as they move through the school and experience change in wider life. Our practice is that the children at West Tytherley Primary School are known and valued in all ways as individuals and this enables us to meet and develop both their educational and emotional needs. Due to the small class sizes, high adult to child ratios and the established therapeutic approach, this school is a popular choice for parents of children who are previously looked after. The provision of wrap around care within the school building, staffed by familiar adults and clubs which are run by a small team of trusted teachers who know the individual students again support the wider well-being of this more vulnerable group. Likewise the offer of Forest school sessions which runs from Year R- Year 6 is tailored to providing

This is the first year of our new 3-year cycle and will build upon the past successes of the previous cycle whilst implementing new strategies to support the needs of our children.

It is intended to promote the following outcomes:

- *Through thorough scrutiny of data outcomes and discussions in pupil progress meetings, lesson observations and book looks, **barriers to learning will be identified promptly and addressed**, utilising a range of expertise and applying carefully selected resources.*
- *Training will be accessed by **all staff** to ensure that they have the most up to date knowledge and understanding of how to build positive partnerships with the children and how to communicate effectively and sensitively.*
- *Children are supported to **address and overcome** barriers to learning that may be caused by a range of factors and may present in a number of ways.*
- *Through sensitive communication **positive relationships** will be built with members of the family, carers, support workers and all agencies to provide **a consistent framework of support** for the children.*

Challenges

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

Challenge number	Detail of challenge
1	<i>In some cases the capacity to learn effectively when accessing learning can be diminished through emotional dysregulation, caused by early childhood experiences</i>
2	<i>Ensuring that once the foundational skills in reading are secured these are appropriately developed and nurtured to ensure that fluency and understanding as well as a love of reading are developed in this group.</i>
3	<i>Positive friendships and relationships with other children can be difficult to secure and maintain, resulting in dysregulation</i>
4	<i>Loss of resilience when managing challenge in both learning and wider aspects of school life</i>
5	<i>Maintaining effective communication strategies with carers to support consistent provision across all the areas of school / home life.</i>

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
<i>All PP children secure foundational skills in reading which is then monitored closely into KS2 to ensure that their reading skills and fluency can support the increased demand as they progress through the school and All PP children secure times tables knowledge at age related expectations.</i>	All PP children (non - SEND relating to cognition and learning) to pass in phonics screening test. All PP children who do not have access to daily reading with an adult at home to have daily reading whilst on coloured banded books until they become a free-reader. That PP children will achieve reading scores in line with their ability and which represent better than expected progress from their starting points. All PP children (non- SEND relating to cognition and learning) to achieve in-line with their peers in multiplication tables in Years 2-6.
<i>In order to apply strategies that address the emotional regulation of the children and allow them to access learning, That all staff have high quality training and a developing understanding of the strategies and approaches that work effectively for this group</i>	Staff training records will show that staff have accessed quality training in the areas relating to children in this group. A multi- agency approach will be evident that shows that advice and support has been sought and acted upon

<i>of children and that induction of new staff is conducted in a timely manner to ensure that they have the necessary skills to ensure consistency of approach is maintained</i>	
<i>All PP children are able to develop and sustain positive relationships with their peers and can articulate that they have a range of tools that they can use to support them. They can also articulate where they can get support if needed.</i>	For PLAC/ LAC children ELSA and Flourish support has shown an improved Boxall assessment from their entry data. For PP and PLAC/ LAC Adults are able to observe that children are using tools to regulate- with increased levels of independence. CPOMs entries show a decline in tagged incidents relating to conflict with peers.

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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High adult ratio/small class size providing targeted support for PLAC children	Individualised support plans, personalised curriculums and sensory breaks are facilitated by high staff ratios. Quality, secure attachments can be developed and maintained and children receive a higher level of positive 1:1 interactions with attuned adults. Additional opportunities to read with adults regularly and additional targeted support available.	1, 2, 3 ,4 and 5
Forest school	Evidence strongly supports Forest School for boosting children's holistic development, showing improvements in confidence, social skills, emotional regulation, problem-solving, creativity, and environmental awareness, while also fostering independence and a connection to nature through hands-on, risk-managed outdoor play, often leading to better school attendance and engagement. Studies highlight benefits like enhanced motor skills, reduced stress, increased motivation, and positive ripple effects into home life, making abstract classroom concepts tangible and supporting	1, 3 and 4

	children's overall well-being and academic achievement.	
ELSA / TALA	Children have access to resources and learning strategies that support good mental health. Children are able to talk to a trusted adult who, where appropriate, can feedback to the relevant adults who may benefit from awareness of issues.	1,4 and 5
Flourish	Children benefit from access to a range of specific activities and approaches that help with regulation of emotions. Thrive can also be used as an effective behaviour management strategy, to relieve the demand of the more formal subjects.	1,3 and 4

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading support	The importance of regular reading with a more knowledgeable other who can ask appropriate questions to develop comprehension and check understanding has measurable impact on reading ability.	2
Busy boxes	Strategy advised by PBS as a strategy to support access to the curriculum	1, 2 and 4
Clubs runs by known adults / supporting in clubs run by external providers	Sustained participation in extra curricula activities has a wide range of benefits that support academic, social, emotional, and physical development. Ensuring familiar adults are available to run clubs/ attend in a supportive capacity enables children to attend successfully and helps promote engagement.	3,4
Maths catch up program	Targeted maths intervention program that can be used in Spring term to help close gaps in mathematical progress	4
Extra- curricular activities and provisions	All clubs are non-charging to encourage participation including school trips and residentials Trips and residentials are also included to encourage full participation	3,4

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

Budgeted cost: £ 765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory room and resources	Sensory room available as a safe place with appropriate resources to enable effective supported and self regulation	1
Additional parent workshops/outreach	Workshops run regularly for parents covering phonics, early reading and maths- individual meeting switch parents also offered for those who are hard to reach or lack confidence to attend whole school ones	5
Access to play therapy (FP)	There are unique challenges faced by children whose parents are members of the armed forces. We work with an experienced play therapist with particular experience with working with this cohort of children to provide support when necessary.	1

Total budgeted cost: £ £17,765

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

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
The impact of that spending on service pupil premium eligible pupils

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 funding.