

Pupil premium strategy statement – Westwood 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	178 176
Proportion (%) of pupil premium eligible pupils	42%
1	2024/25 2025/26 2026/27
Date this statement was published	06.12.2024
Date on which it was reviewed	15.09.2025
Date on which it will next be reviewed	01.10.2026
Statement authorised by	Lauraine Barnes Headteacher
Pupil premium lead	Lauraine Barnes Headteacher
Governor / Trustee lead	Steve Keeble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,200 £115,507.88
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£133,200 £115,507.88

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Westwood Primary School (disadvantaged and not) will make good progress and achieve high attainment across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, no matter their personal starting points.

We believe that high quality teaching has the greatest impact on pupils' progress and while this will help close the disadvantage attainment gap, it will also benefit the non-disadvantaged pupils in our school. Our curriculum is carefully planned, sequenced and delivered with thoughtful consideration to pedagogy based on strong educational research and knowledge of how children learn.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs: 23% of our Pupil Premium children are also on our SEND register (Dec 2024). Vulnerable children, such as those in care or whose caregivers are accessing Early Help, will also have their needs considered and will benefit from measures outlined in this strategy whether they are disadvantaged or not: 11% of our Pupil Premium children are also on our Pastoral Support register (Dec 2024). Teachers work very closely with our SEND team and our Pastoral team to ensure a holistic approach to meeting their needs.

Our approach is rooted in the belief that all children can achieve and make good progress – this is a value shared by all members of staff at Westwood. To ensure the efficacy of the chosen strategies, we will:

- Make early intervention at the point need is identified
- Adopt a whole school culture of shared responsibility for disadvantaged pupils' outcomes, challenge stereotypes and raise expectations of what they can achieve
- Ensure that CPD is of an excellent standard and raises the quality of teaching
- Enrich the curriculum to provide cultural capital

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (December 2024).

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3	<p>54% of pupils on our SEND register are Pupil Premium pupils. 25% of our Pupil Premium pupils are on our SEND register.</p>																																																							
4	<p>Pupil Premium pupils do not always have cultural capital experiences in the same way that non Pupil Premium pupils have. This limits their access to the curriculum and their ability to make links between key concepts.</p>																																																							
5	<p>Teacher referrals remain relatively high for pupils who require either 1:1 or small group additional support with social, emotional and mental health needs.</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>1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To decrease persistent absence, particularly for our disadvantaged pupils. BA 2.1 (SDP 24/25) AB1, AB2 (SDP 25/26)</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils to be over 98%. • The overall attendance rate for Pupil Premium pupils to be over 96%. • The percentage of all pupils who are persistently absent being below 10%. • The percentage of Pupil Premium pupils who are persistently absent being below 15%. • Specific and targeted pupil attendance/lateness shows improvement over each half term (tracked weekly by SLT). • Half termly attendance figures evidence a diminished gap between Pupil Premium and non-Pupil Premium pupils.
<p>2. To improve writing attainment for disadvantaged pupils. QE1.2 (SDP 24/25) A2 (SDP 25/26)</p>	<p>Writing outcomes for PP pupils will be improved and in line with NPP pupils.</p> <ul style="list-style-type: none"> • Teachers monitor pupils' progress and update assessment recording systems half termly. • Pupils not making expected progress are identified by teachers and leaders through half-termly pupil progress meetings and analysis of assessment data. • Progress is rigorously evaluated by SLT in half-termly pupil progress meetings and targets set as evidenced in pupil progress paperwork. • Additional support and intervention is provided for disadvantaged pupils.
<p>3. To develop access to high quality SEND support for Pupil Premium SEND pupils. LM4.2 (SDP 24/25) I3 (SDP 25/26)</p>	<p>Disadvantaged gap will close.</p> <ul style="list-style-type: none"> • Staff will have access to a qualified SENDCo, SENDCo Assistant and SEND Teaching Assistant for advice & support. • SEND needs will be clearly outlined and reflected in pupils' IEPs and intervention plans. • Pupil Premium children will make expected progress in Reading, Writing & Maths.

<p>4. PP pupils will have access to a wide range of cultural capital opportunities and experiences, including extra-curricular clubs, both in and out of school.</p> <p>PD 3.1 (SDP 24/25) PDWB2 (SDP 25/26)</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <ul style="list-style-type: none"> • Attendance figures for after school clubs show that at least 50% of those eligible for Pupil Premium are accessing at least 1 club per half term. • Attendance figures for extra-curricular opportunities (within school time) show that at least 90% of those eligible for Pupil Premium are accessing opportunities. • Feedback from pupils and parents shows increased confidence in their ability to access activities.
<p>5. To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p> <p>BA 2.2 (SDP 24/25) AB4 (SDP 25/26)</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. • A significant reduction in behaviour incidents. • A significant reduction in the number of suspensions. • Reduced involvement with families as they are able to access support independently.

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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD package available to all staff to support high-quality first teaching and learning, adaptive strategies and interventions.	EEF guidance states that 'great teaching is the most important lever schools have to improve outcomes for pupils'. <u>EEF Teaching and Learning Toolkit</u> Individualised Instruction (+4) One to One tuition (+5) Feedback (+6) Behaviour Interventions (+4)	2, 3
Teaching Assistants deployed for targeted support for children in class or where additional support is required specifically to aid learning targets and manage behaviour to help develop a positive learning behaviour.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Non-class based teachers to provide additional targeted support and interventions across the school through 1:1 and small group for PP children.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Further developing a high-quality responsive curriculum. Implementing a curriculum that is not only academically rigorous but also responsive to the cultural and social needs of pupils can increase engagement and attendance.	Research indicates that pupils are more likely to attend school when they find the curriculum relevant and engaging.	1, 2, 3, 4, 5
SENDCo Assistant & SEND TA appointed to add capacity to SENDCo role, allowing for greater observations and assessments of children to be carried out.	Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)	2, 3, 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Speech and Language Package – Welcomm to support language development in the Early Years and Key Stage 1.	<p>Targeted support in EYFS and KS1 which focuses on oral language development from Welcomm and SALT therapists. Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (EEF).</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches EEF</p>	2, 3
Purchase of the school's systematic phonics programme (ELS), including phonics interventions, personalised phonics groups through ELS.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 3
PiXL Subscription to support the school's approach to assessment, gap analysis and interventions to address these.	<p>EEF guidance states that before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</p>	2, 3

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

Budgeted cost: £ 33,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Pastoral</u> Pastoral & Family Liaison Officer appointed to work with and support vulnerable families and children (attendance, behaviour, SEMH).</p> <p>Training of a Thrive Practitioner to support pupils with identified needs.</p> <p>Qualified practitioner to provide sessions with children identified as requiring additional support.</p>	<p><u>EEF Teaching and Learning Toolkit</u> Metacognition and Self-regulation (+7) Social and Emotional Learning (+4) Behaviour Interventions (+4)</p> <p>Social and emotional learning EEF</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Enhancing communication with parents and carers about their child's education and wellbeing can lead to improved behavioural and academic outcomes. Empowered parents are more likely to support their child's attendance and engagement with school.</p> <p>EEF guidance states supporting parental engagement can have a positive impact.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5
<p><u>Behaviour</u> Updated behaviour policy with adaptations for high need pupils, including those with Pupil Premium requiring additional support.</p> <p>Provide staff with training on evidence-based behavioural management strategies</p>	<p><u>EEF Teaching and Learning Toolkit</u> Behaviour Interventions (+4)</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	5
<p><u>Attendance</u> Attendance is tracked and monitored daily.</p> <p>Attendance team phones families and conducts welfare checks if vulnerable families are not in school and offers support.</p>	<p>EEF guidance states that non-academic interventions, such as improving pupils' attendance, are often vital in boosting attainment</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	1, 5

<p><u>Cultural Capital</u> Subsidised Extra-curricular Programmes and clubs.</p> <p>Direct investment into establishing or extending school-based clubs that mirror those typically accessed outside of school.</p> <p>Professional Development in enrichment activities linked to the school ethos (active citizens, life skills, meaningful learning, global awareness). Training for teachers to integrate enrichment activities such as music, art, and sports within the curriculum.</p>	<p>EEF guidance states that there is positive impact of physical activity on academic attainment</p> <p>EEF guidance states that planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p>	4, 5
<p><u>Parental Engagement</u> Parent coffee, share sessions and curriculum information sessions to improve parental engagement with school and provide parents with accessible information regarding school life.</p>	<p>EEF guidance states supporting parental engagement can have a positive impact.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 5

Total budgeted cost: £133,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

The attendance of pupil premium pupils as a group remains lower than that of the whole school and the gap between PP pupils & NPP remains the same (3.4%). However, there has been a **1.8% increase in attendance of PP pupils** compared to the previous year. Attendance for PP children at Westwood is **higher** than the national average for PP children.

2023-2024	2024-2025	2024-2025 (National)
All Pupils = 92.9%	All Pupils = 94.7%	All Pupils = 93.1%
PP children = 91.1%	PP children = 92.9%	PP children = 89.4%
NPP children = 94.5%	NPP children = 96.3%	NPP children = 94.6%

Persistent Absence

The number of pupil premium pupils who are persistently absent from school remains greater than that of the whole school, however there has been a **7.5% decrease in the number of PP pupils persistently absent from school**. The gap between PP & NPP pupils has widened in this area. Persistent absence for PP children at Westwood is **significantly lower** than the national average for PP children.

2023-2024	2024-2025	2024-2025 (National)
All Pupils = 22.5%	All Pupils = 13.5%	All Pupils = 18.7%
PP children = 27.1%	PP children = 19.6%	PP children = 33.0%
NPP children = 18.3%	NPP children = 8.0%	NPP children = 13.4%

Speech & Language

All EYFS & KS1 pupils have been screened using the Wellcomm tool and interventions are in place where necessary. Regular reviews take place and indicate steps progress for all children undertaking an intervention. New pupils are screened on entry to EYFS or KS1.

Phonics (Year 1)

Phonics results for this academic year dropped compared to the previous year despite this class having had consistently strong teaching using the ELS phonics scheme. This is a cohort of 24 pupils so each child represents 4.2%. Results for PP children at Westwood is **significantly higher** than the national average for PP children.

2023-2024	2024-2025	2024-2025 (National)
All Pupils = 84%	All Pupils = 79%	All Pupils = 81%
PP children = 83%	PP children = 77%	PP children = 68.1%
NPP children = 85%	NPP children = 82%	NPP children = 85.1%

Writing

Writing is an area for focus during the academic year 2025/26. Although there have been improvements in some year groups (for all pupils, PP & NPP), this is inconsistent. This is featured in our SDP and training is booked to support staff CPD. Moderation both internally & externally is scheduled throughout the year to ensure judgements are also consistent.

WRITING	ALL PUPILS		DISADVANTAGED		NOT DISADVANTAGED	
	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
Summer 2024						
2025						
Year R 1	N/A 79%	N/A 29%	N/A 77%	N/A 31%	N/A 82%	N/A 27%
Year 1 2	82% 91%	9% 9%	63% 75%	0% 13%	93% 100%	14% 7%
Year 2 3	61% 65%	4% 17%	63% 57%	6% 21%	58% 78%	0% 11%
Year 3 4	77% 68%	8% 28%	55% 42%	0% 17%	93% 92%	13% 38%
Year 4 5	82% 65%	18% 13%	64% 50%	7% 8%	100% 82%	29% 18%
Year 5 6	74% 77%	13% 9%	73% 80%	9% 10%	75% 75%	17% 8%
Year 6	76%	16%	67%	13%	90%	20%

Year 6 Outcomes

Writing & Maths outcomes were higher for PP pupils than NPP. There is still work to be done on improving reading outcomes for PP children which will in turn improve RWM. There were 22 pupils in this cohort so each child represents 4.6%. 2 pupils did not achieve EXS in reading who were predicted to do so – both of these are PP pupils.

Summer 2025	ALL PUPILS		DISADVANTAGED		NOT DISADVANTAGED	
	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
National data						
Reading	82% 75%	27%	70% 63%	10%	92% 81%	42%
Writing	77% 72%	9%	80% 59%	10%	75% 78%	8%
Maths	86% 74%	27%	90% 61%	30%	83% 80%	25%
RWM	68% 62%	5% 8%	60% 47%	10%	75% 69%	

Cultural Capital Opportunities

We have provided our pupils with an extensive range of cultural capital opportunities (Appendix A) throughout the academic year and ensured our Pupil Premium pupils have equal access to these by funding places where necessary.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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 or recovery premium funding.

Appendix A – Cultural Capital Opportunities 2024-25

Autumn Term

- Scholastic Book Fair
- Bedtime Stories event
- Nursery and Reception Stay and Plays
- Children in Need
- Non uniform for chocolate donation day (PTFA)
- EYFS Panto at Seagull Theatre
- Online panto (whole school)
- Whole school 'Doves of Peace' craft activity
- Elf dress up day
- Year 4 swimming lessons
- Year 3 Ukulele concert
- Year 6 Bikeability
- Diwali whole school assembly and workshop for EYFS
- Michael Rosen Day
- Year 6 Crucial Crew
- EYFS visits from police, fire service, dental service
- Year 1 & 2 Time & Tide museum visit
- County Lines workshop for Year 5/6
- Vicar visit for Year 1/2
- Gogo safari competition with East Norfolk Sixth Form
- EYFS Panto trip
- Author visit for the whole school
- Christmas performances
- Singing at Dell Care Home
- Year 3 & 6 Christmas Experience at St Mark's Church
- Whole school Christmas Service at St Mark's Church
- Year 6 Schools against Racism event
- Year 3 matball tournament
- Year 4 basketball tournament
- Year 4 football tournament
- Year 5/6 basketball tournament
- Year 4 uni-hoc tournament

Spring Term

- Bookworms Book Fair
- Parent phonics cafes
- Parent spelling cafe
- Nursery and Reception Stay and Plays
- Year 6 Sportshall Event at East Point Academy
- Year 1 & 2 Time & Tide visit
- Year 5 & 6 Sizewell Power Up Challenge day
- Year 5 & 6 Sizewell Power Up Final
- KS1 Matball tournament
- KS2 Panathalon Ten Pin Bowling event
- Year 6 Basketball tournament
- Year 6 Bibles
- Crazy Hair Day & Walk & Talk – Mental Health Awareness Week
- Year 3 Girls Football tournament
- Pupil Leadership Groups meetings with Head of School
- Valentine’s Disco (PTFA)
- Year 3 & 4 Tollhouse visit
- House Team Shield creation activity
- Year 1 & 2 Punch & Judy show
- Year 1 & 2 Skittleball Championship
- World Book Day – parents in to read, costume parade, book swap, teachers read to different classes
- Science Week – Parent Share sessions
- Silly Science workshops
- Suffolk Dance Festival at Marina Theatre
- Visits from PC Coote & PC Mitchell
- Pyjama Day – World Sleep Day
- KS1 Literacy Parent Share
- Reception Furry Friends workshop
- KS2 HSBC workshops
- Red Nose Day – Talent Show & Soak the Teacher event
- Reception – School Nurse visit
- Year 5 & 6 Sister Act performance at Pakefield High School
- Whole school dental screening
- Easter Church Service
- House Team rewards

Summer Term

- Reception – Walk to the post box
- Year 1 & 2 – Bus trip to the beach (History & Literacy)
- Year 1 & 2 – Bird visit (Science)
- Year 1 & 2 – Train trip to Albert Pye (History)
- Year 1 & 2 – Beach trip (Geography)
- Year 1 & 2 – Adventure Island trip (Literacy)
- Year 3 & 4 – Waveney River Tour (Geography)
- Year 5 & 6 – Pig Heart Boy at Norwich Theatre Royal (Reading)
- Year 5 & 6 – Hautbois Hall Adventure Day
- Year 6 – Sparrow's Nest Day
- Dell Care Home Visits – Pupil Leadership groups
- Whole school Inclusive Games (organised by No Outsiders Champions)
- Pride non-uniform day
- Whole school Walk of Solidarity (World Refugee Day)
- Sun Safety 'Sunglasses' catwalk (organised by the JRSOs)
- Year 3 & 4 Girls - FA Shooting Stars
- Years 3, 4, 5 & 6 – ALT SEND Cup Football Tournament
- Year 5 Girls – ALT Football Championships
- Year 5 – ALT Football Championships
- Year 5 & 6 – ALT Cricket Championships
- Years 1 to 6 – Westwood Running Races
- Year 5 & 6 – Quick Sticks Hockey Championships
- Year 5 & 6 – Terry Butcher Cup
- Years 1 to 6 – ALT Running Championships
- Years 3, 4, 5 & 6 – Suffolk Council Waste Management Workshops
- Year 5 – First Light Festival Workshop
- Year 6 – Sea Shanty Workshop with The Rogue Shanty Boys
- First Light Festival (parade & opening song)
- Year 3 & 4 – ENERGY project – 3 workshops, rehearsal & 2 performances (at The Battery of Ideas)
- Year 3 & 4 – Roman Day
- Year 3 & 4 – Volcanologist Talk
- Waveney Gymnastics Workshops (in phase groups)
- Whole school singing assembly led by Group A
- Years 3, 4, 5 & 6 – CEFAS assembly
- Reception Parent Story Share
- Sports Shares (in phases)
- Year 6 Performances of A-la la la ladin
- Whole school (families & community) picnic
- PTFA Tuck Shop
- PTFA Non-uniform day
- PTFA Summer fete
- Lowestoft In Bloom

