

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	West End Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 – 2027-28
Date this statement was first published	November 2025
Last reviewed	November 2025
Date on which it will next be reviewed	November 2026
Statement authorised by	Rebecca Yeadon (Headteacher)
Pupil premium lead	Rebecca Yeadon (Headteacher)
Governor / Trustee lead	Ollie Whitton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,170

# Part A: Pupil premium strategy plan

## Statement of intent

At West End Primary, our intention for all our children is that, irrespective of the challenges they may face, they are confident and engaged learners who make substantial progress and achieve their potential across all areas of the school curriculum regardless of their starting point.

The focus for this strategy is to ensure that all pupils are disadvantaged make substantial progress, achieve their goals, and engage in all learning opportunities.

All teaching activities at West End Primary School is tailored specifically to meet the needs of each pupil. To achieve this, we use the Tiered Approach (as recommended by the Educational Endowment Foundation).

Tier 1: High Quality Teaching. Our class teachers providing differentiated tasks, specific feedback, support, and targets so that all children are involved in their learning is at the heart of our day-to-day learning.

Tier 2: Targeted Academic Support. Timely support is delivered in small groups and 1 to 1 sessions to fill identified learning gaps and move progress forwards. West End School invests in a team of highly skilled learning support assistants who work across all year groups to deliver these sessions.

Tier 3: Wider Support. Providing specialist teaching or resources. These will focus on social and emotional skill development, raising attendance or reducing behaviour impact learning progress. At West End School, it is a key priority to support children and families with these. We work closely with families and, as needed, work with wider agencies to raise attendance, improve behaviour and increase a child's social, and emotional mental health.

Our tiered Pupil Premium Support Strategy is part of a wider school strategy to provide specific catch –up support for all pupils. This combined, tiered approach of teacher tailored lessons and additional smaller group support is proven to close the learning gaps and strengthen SEMH skills.

All support provided is tailored to each individual child is specific to their needs and based on regular, robust assessment.

West End School enrich the curriculum through visitors, teaching from curriculum specialists, themed days, assemblies and concerts, clubs, trips and residential visits. All of these activities and events enrich the school curriculum and provide an enhanced school experience; we encourage all children to engage with each opportunity and fund these for our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge - based on school assessment data, school results are substantiated by national data trends.
1	<p>Wellbeing and social, emotional, and mental health needs (SEMH) are limiting progress across all curriculum areas for some pupils. Support work with children and families is needed to ensure children are emotionally ready to learn.</p> <p>If emotional wellbeing is not improved, all learning will be negatively impacted longer term.</p> <p>SEMH issues are linked with lower school attendance.</p>
2	<p>Phonic, spelling and reading skills are below age expected for some pupils. Accelerated progress is needed to achieve expected attainment targets. Low attainment has been linked to gaps in vocabulary. Without correct support, this learning gap will continue to impact reading and writing progress. If these key skills are not secured gaps will increase in future years.</p>
3	<p>Writing attainment for some pupils is lower than expected. Accelerated progress is needed to achieve expected attainment targets. Writing stamina has been identified as a limiting factor. Extended writing opportunities will be the key teaching and intervention focus for these pupils. If writing stamina does not increase, this will impact on writing progress in future years.</p>
4	<p>Maths attainment for some pupils is lower than expected. Accelerated progress is needed to achieve expected attainment targets. Maths knowledge of fractions, division and measures has been identified as a limiting factor for some pupils. Specific catch-up, revisiting activities will be key to securing these skills. If this maths knowledge is not secured, gaps will widen in future years.</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
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>□ A high quality transition programme and support from all staff enables a smooth transition into school / the next class for all pupils and families</li> <li>□ Data from pupil voice, pupil and parent surveys, and teacher observations indicates improved wellbeing and reduced levels of anxiety at</li> </ul>

	school and/or at home <input type="checkbox"/> Positive impact of interventions and additional support at school level and cluster level enabling pupils to attend school and access learning
Improved outcomes in phonics and reading for all pupils, particularly our disadvantaged pupils	Outcomes show that disadvantaged pupils will achieve their individual targets in phonics and spelling as appropriate. Reading outcomes show that disadvantaged pupils will achieve their individual targets for progress and attainment.
Improved outcomes in writing for all pupils, particularly our disadvantaged pupils	Writing outcomes show that disadvantaged pupils will achieve their individual targets for progress and attainment in writing.
Improved outcomes in mathematics for all pupils, particularly our disadvantaged pupils	Maths outcomes show that disadvantaged pupils, currently on roll, will achieve their individual targets for progress and attainment in maths.

## 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: Increased TA hours to provide training time x 0.5 days per week £1,800

TA training costs (Dyslexia Support) £500

CPD Phonic / English training costs £1,000

Maths CPD £500

Additional teacher time to provide subject leader release x 0.5 day per week £3,600

**Total: £7,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of SEND team through appointment of an SEN specialist HLTA	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional interventions in education are shown to improve social and emotional learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><i>EEF Toolkit</i></p>	1,2,3,4
Share good practice and improve quality of support interventions for core curriculum areas and SEMH through regular development	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower</p>	1,2,3,4

<p>meetings and 1 to 1 skill sharing across staff. Additional LSA hours timetables to enable this.</p>	<p>SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional interventions in education are shown to improve social and emotional learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <i>EEF Toolkit</i></p>	
<p>Specialist Nurture and SEN support training eg, sand &amp; lego therapy, ASC (LCC, HCS, STARS)</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional interventions in education are shown to improve social and emotional learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <i>EEF Toolkit</i></p>	1,2,3,4
<p>Ongoing phonic and reading training for all staff in line with DFE changes to phonic delivery from EYFS up.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. <i>EEF toolkit</i></p>	2,3
<p>Release time for SENDCO to investigate resources and SEND specialist provision which can be provide in school to support children.</p>	<p>The vast majority of our children receiving pupil premium also have SEND needs. Focus work to support children with falling into both groups has taken place using best practice SEND advice and support from the Local Authority. <i>EEF toolkit</i></p>	1,2,3,4

CPD for English lead on development of writing across school.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <i>EEF Toolkit</i>	2,3
CPD for EYFS lead to develop practice in Early Years across school. (NPQEY)	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <i>EEF Toolkit</i>	1,2,3,4

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

Budgeted cost:

TA hours for phonic, spelling, writing and reading support x 1 day per week £3,600

**Total: £3.600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA hours to provide specific, phonic, reading and writing support.	Teaching assistants are trained to deliver an intervention to small groups or individuals has an impact. Teaching assistants may also be used to allow the teacher time to deliver short bursts of focused support for individuals within the classroom. This ensures that pupils do not spend a high proportion of their time relying on one-to-one TA support. <i>EEF toolkit</i>	2,3,4

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

Budgeted cost: HLTA for disadvantaged pupils and families x 1.25 day per week £6,500

Resources to support SEMH delivery £300

**Total: 6,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN HLTA provide specific support for disadvantaged pupils and their families	Social and emotional interventions in education are shown to improve social and emotional learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <i>EEF Toolkit</i>	1,2,3,4,
Additional support staff hours across school to ensure each class has support for core subjects (class-based), targeted interventions, early intervention and pre-learning activities, support with behaviour management and SEMH needs with correct resources to deliver specific support	Teaching assistants are trained to deliver an intervention to small groups or individuals has an impact. Teaching assistants may also be used to allow the teacher time to deliver short bursts of focused support for individuals within the classroom. This ensures that pupils do not spend a high proportion of their time relying on one-to-one TA support. <i>EEF toolkit</i>	1,2,3,4

**Total budgeted cost: £3,600 + £6,800 = £10,400**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic years 2024-25.

For the academic year 2024-25 school assessment and testing took place using PiXL (Y2, Y3, 4 and 5) and SAT papers (Y 6) as well as teacher assessment for writing, EYFS and Year 1. Evaluation of progress and attainment shows that progress for the majority of children was good. Even though they made good progress, some children receiving PP funding did not achieve expected attainment at the end of the year. The needs of the children receiving PP funding varied significantly; a significant proportion of children in this small group of children were also on the school SEN register.

For the academic year external internal and external assessment data for PP pupils (7 pupils) showed: 86% of pupils making expected or above progress in maths and 86% for reading and 71% writing. PP children working at ARE+ = 47% reading, 47% reading, 47% maths. The needs of the children receiving PP funding varied significantly with over half of the group also on the school SEND register.

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>Pupil numbers are too low to report anonymously.</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>Pupil numbers are too low to report anonymously.</i>