

Pupil premium strategy statement – Westbrook Old Hall Primary School

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	298
Proportion (%) of pupil premium eligible pupils	32.55%
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kathryn Quigley
Pupil premium lead	Fiona Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP £143,210 LAC PLAC £5,260
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£148,470

Part A: Pupil premium strategy plan

Statement of intent

At Westbrook Old Hall Primary School, our aim is for all pupils to achieve highly, regardless of background, need or starting point. High-quality teaching is central to our approach, ensuring that disadvantaged pupils access a rich, ambitious curriculum that enables them to thrive academically, socially and emotionally.

We recognise that disadvantaged pupils often face multiple barriers to learning, including lower starting points in communication and language, reduced attendance, social and emotional needs, and lower prior attainment. Our strategy therefore combines high-quality teaching, targeted academic support, and wider pastoral interventions to remove these barriers and close attainment gaps.

Our approach is evidence-informed, responsive and regularly reviewed. We use internal assessment, the IDSR, and local contextual intelligence to ensure that provision is sharply focused on the areas of greatest need. All staff share responsibility for identifying disadvantaged pupils, understanding their barriers, and taking collective ownership of outcomes.

Principles:

- High-quality teaching is the most effective way to raise outcomes for all pupils.
- Disadvantaged pupils may require additional, targeted and bespoke support at key points.
- Not all pupils who receive FSM are disadvantaged; conversely, some disadvantaged pupils do not meet the criteria for FSM. We therefore use funding flexibly according to need.
- Provision is driven by robust assessment, regular monitoring and early identification.
- Limited resources mean provision is prioritised to ensure maximum impact.
- A whole-school culture of inclusion, aspiration and early intervention underpins our strategy.

Challenges

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

Challenge number	Detail of challenge
1	Low communication and language on entry Many disadvantaged pupils enter school with under-developed oral language, limited vocabulary and weaker early communication skills. This affects early reading, writing and wider curriculum access.
2	Persistent absence and lower attendance for disadvantaged pupils Attendance for disadvantaged pupils is significantly lower than their peers, with persistent absence reducing their access to learning. IDSR evidences that FSM6 pupils' attendance stands at 90.8% (below national 92.4%), and overall persistent absence remains a concern.
3	High levels of social, emotional and mental health (SEMH) needs A significant proportion of disadvantaged pupils present with SEMH needs that affect learning behaviours, resilience and emotional regulation. IDSR confirms SEMH as a primary need within the school's SEND profile.
4	Attainment gaps in phonics and early reading Assessments indicate disadvantaged pupils are more likely to struggle with phonics and early reading fluency, creating wider barriers to accessing the curriculum. Although overall phonics is close to national (80%), outcomes remain weaker for disadvantaged cohorts.
5	Low KS2 attainment and weak progress in Reading, Writing and Maths The IDSR highlights KS2 outcomes as a significant area of weakness. Attainment at the expected standard is well below national (RWM 44% vs 62%), and progress scores in Reading (-1.1), Writing (-1.5) and Maths (-2.6) remain below average.
6	Large disadvantaged attainment gap The disadvantaged gap in RWM is substantial. IDSR reports a gap of -38 percentage points compared with national non-disadvantaged pupils, and gaps have widened on several measures.

7	<p>High pupil mobility and a sizeable EAL cohort Cohort stability is low (75%, well below average), and the proportion of EAL pupils (23%) is higher than national. Both factors contribute to variability in progress and continuity of learning for disadvantaged pupils.</p>
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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, language and vocabulary acquisition	<p>Improved oral language, vocabulary and comprehension demonstrated through WellComm, observational assessment and English outcomes.</p> <p>EYFS Communication & Language outcomes improve year on year.</p>
Improved attendance and reduced persistent absence for disadvantaged pupils	<p>Disadvantaged pupils' attendance moves closer to national figures.</p> <p>Persistent absence for FSM6 reduces in line with national expectations.</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils narrows.</p>
Improved attainment and progress for disadvantaged pupils in Reading, Writing and Maths	<p>KS2 disadvantaged outcomes move significantly closer to national averages.</p> <p>All non-SEND pupils reach age-related expectations; SEND pupils make strong progress from starting points.</p> <p>Progress scores trend towards 0 across Reading, Writing and Maths.</p>
Improved phonics outcomes for disadvantaged pupils	<p>100% of disadvantaged pupils without SEND reach expected in Year 1 phonics.</p> <p>Almost all pupils with SEND reach expected by the end of Year 2.</p> <p>Improved reading fluency demonstrated through assessments and benchmark data.</p>
Reduced disadvantaged attainment gap across the curriculum	<p>RWM gap narrows by at least 10 percentage points by 2026.</p>

	<p>Subject-specific gaps reduce each academic year.</p> <p>Work scrutiny, assessments and progress meetings show improved disadvantaged attainment consistency across year groups.</p>
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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: £75327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening the quality of teaching in Reading and Writing</p> <ul style="list-style-type: none"> • Provide high-quality CPD from recognised English specialists to ensure consistency and fidelity to whole-school approaches in Reading and Writing. • Train staff new to year groups or new to school to ensure secure subject knowledge and consistent implementation of curriculum expectations. • Enhance the effectiveness of Quality First Teaching through ongoing coaching, feedback and lesson review. 	<p>Evidence shows that good readers become good writers and are more able to access the wider curriculum and achieve well in all areas; pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.</p> <p>The reading framework - GOV.UK</p> <p>Oral language interventions EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	1,4, 5, 6
<p>Deployment of class-based support staff to strengthen classroom provision</p> <ul style="list-style-type: none"> • Allocate skilled support staff to year groups with higher proportions of disadvantaged pupils or significant gaps in learning. • Deliver structured in-class support for Reading, Writing and Maths to maximise progress for all pupils, including those with SEND and disadvantaged pupils. • Provide additional daily reading, including 1:1 reading, guided 		1 3 4 5

reading and fluency practice.		
<p>Increased leadership release time for English</p> <ul style="list-style-type: none"> • Ensure the English lead has additional capacity to monitor teaching and learning, evaluate the impact of interventions, and identify curriculum gaps. • Use assessment and pupil progress reviews to target support where it is most needed. 		4, 5, 6
<p>Provide training and implementation support for Helicopter Stories to develop narrative, expressive language and early writing confidence.</p> <p>Helicopter Stories – Online Early Learning Programmes</p>		1 4
<p>Inclusion</p> <ul style="list-style-type: none"> • To provide support for Teachers and TAs with the delivery of focused intervention for children who are SEND and PP • To provide structured small group and one-to-one intervention for identified SEND and PP identified within Pupil Progress meetings. • To keep under review teaching and learning practices for SEND ensuring policy and procedures support inclusive practices for accelerated learning. • To address barriers to learning for children with identified mental health issues (both SEND and non-SEND) 		1 4
<p>Forest School Programme</p> <p>Deliver weekly Forest School provision for identified pupils to develop physical, emotional, social and communication skills.</p> <p>Focus on vocabulary development, independence and regulation.</p>	<p>Forest School the development of a holistic approach:</p> <ul style="list-style-type: none"> • Emotional development - periods of reflection are important and help children to expand their emotional vocabulary and understand how they feel (emotional intelligence). • Spiritual development - a sense of belonging to the wider 	1, 3

	<p>world, being part of something big and connected to nature.</p> <ul style="list-style-type: none"> • Intellectual development - knowledge is provided in context and creates a thirst for learning. • Social development - social connection is gained through shared experiences and goals. • Physical development - fine motor and gross motor skills are developed, as well as stamina and resilience. • Communication and language development - skilful expression of thoughts and ideas, enhanced vocabulary as well as the ability to listen to / connect meaningfully with others. 	
<p>Communication and Language</p> <p>On entry benchmark through Wellcomm and starting at individual baseline assessments improve speech and language skills.</p> <p>Targeted intervention throughout the year, until children reach green level.</p>		

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

Budgeted cost: £ 44586

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver high-quality, structured tuition (1:1 or 1:3) for pupils at risk of underachievement, including disadvantaged pupils.</p> <ul style="list-style-type: none"> • Use diagnostic assessment to identify gaps and provide keep-up rather than catch-up sessions. • Prioritise Year 6 and other year groups with the widest attainment gaps. • Provide daily targeted 	<p>According to the EEF Teaching and Learning toolkit, small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>The evidence indicates that small group and 1-1 interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>Impact of last year's NTP tuition and school led tuition is evident in pupil outcomes and % of children</p>	1, 4, 5, 6

<p>phonics intervention for pupils not on track.</p> <ul style="list-style-type: none"> • Implement Little Wandle Rapid Catch-Up or equivalent for KS2 pupils requiring foundational support. • Ensure fidelity to a consistent whole-school phonics programme. • Deliver structured reading comprehension strategies for KS2 pupils, including Reciprocal Reading. • Increase reading fluency through regular benchmark assessments and targeted practice. 	<p>achieving ARE by year end.</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	
<p>Additional class-based support from TA/HLTA for identified year groups/groups of pupils and individuals across KS1/2</p>	<p>FFT Reciprocal Reading EEF</p>	<p>3</p> <p>4</p>
<p>TA-delivered, evidence-based interventions for pupils with SEND and disadvantaged pupils. Termly supervision for ELSA practitioners via the Educational Psychology Service. One-to-one and small-group emotional regulation interventions.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1</p> <p>2</p> <p>3</p>

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

Budgeted cost: £ 40187

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of My Happy Mind Programme for Mental Health and Wellbeing.</p> <ul style="list-style-type: none"> - Purchase of yearly licence - Purchase of journals - Staff training for new or identified colleagues, including TAs 	<p>Research shows that children thrive and learn best when they feel emotionally secure and listened to</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>2</p>
<p>Learning Mentor</p> <p>To improve levels of attendance and punctuality working with children and families and making relevant referrals to external services.</p> <p>To support children and families with safeguarding issues. To work with identified families & children on a 1:1 or small group basis addressing Social, Emotional, Behavioural, Health issues.</p> <p>Work with LA attendance officer via SLA to identify pupils either falling below the national attendance expectation of 97% or the persistent absence measure of 90%, working closely with families through:</p> <p>Early identification letters and communication</p> <p>Meetings with families</p> <p>Home visits</p> <p>Devising plans to improve attendance</p> <p>Triangulated approach including work with EH lead, in school pathways to wellbeing support, direct work with families and EH referrals as needed</p> <p>Half termly analysis of attendance with AO to ensure families are identified early and timely work is in place to support improved attendance, working with the families to establish strong relationships and trust to improve attendance.</p>	<p>There are well evidenced links between good school attendance and good progress/attainment. Children thrive both academically but also socially and emotionally if they attend school regularly.</p> <p>Attendance interventions rapid evidence assessment EEF</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Parental engagement EEF</p>	<p>2 3</p>
<p>Training for all in EBSA strategies.</p> <p>L1 for all class based staff</p>	<p>Attendance interventions rapid evidence assessment EEF</p>	<p>2 3</p>

L4 for Attendance Officer, senior leaders and inclusion support staff.	Working together to improve school attendance - GOV.UK Parental engagement EEF	
Support for trips/residentials/snacks funded by school for DA pupils so that all pupils attend these CC/enrichment opportunities. Enrichment opportunities introduced for all so that all pupils, including DA, experience a rich and broad range of cultural capital and enrichment opportunities.		3

Total budgeted cost: £ 160100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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
Pathway to Write Pathway to Spell	Literacy Company
Little Wandle Phonics	Big Cat Collins
Little Wandle Rapid Catch Up Phonics	Big Cat Collins
Little Wandle Fluency Programme	Big Cat Collins