

Pupil premium strategy statement

Westcliff Primary Academy

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.

Key - Black writing - 2024/2025 **Blue writing** - 2025/2026 **Red writing** - 2026/2027

School overview

Detail	Data
Number of pupils in school	213 & 30 Nursery 211 & 34 Nursery
Proportion (%) of pupil premium eligible pupils	26% (55 pupils) 28% (60 pupils)
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)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024 December 2025
Date on which it will be reviewed	October 2025 November 2026
Statement authorised by	Amanda Stokes, Headteacher
Pupil premium lead	Rachael Hazlewood
Governor / Trustee lead	n/a

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61126 £82,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
Total budget for this academic year	£61126 £82,660

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to maintain high expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous assessment and tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Common barriers to learning for disadvantaged children at Westcliff Primary Academy can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We also recognise that the impact of COVID also continues to have a impact on our disadvantaged pupils in terms of their academic achievement but also their wellbeing and resilience. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. This includes rigorous monitoring and reflection.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities including sport, outdoor education and music
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We thoroughly assess and evaluate all of our pupils through multi team discussions to identify who would be classed as

vulnerable. These discussions also identify barriers to learning and provision that can be put in place to support these barriers/needs.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language development- Assessments including Well Comm, observations, and discussions with children, parents and teachers have identified children whose language development is below age expected levels. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.</p> <p>Communication and Language is the largest area of need of our children with SEN and this consequently has an impact on learning, particularly with literacy.</p> <p>2024- 50% of disadvantaged pupils entered school requiring speech therapy.</p> <p>2025-2026 - 50% of disadvantaged pupils entered school requiring speech therapy.</p> <p>25% of the pupils from 2024-25 were discharged from the services following accelerated progress.</p> <p>60% PP Reception did not get GLD 2024</p> <p>33% PP Reception did not get GLD 2025 - Impact showing an increase in the number of children achieving GLD. 84% of PP Reception children achieved the Communication and Language ELG</p>
2	<p>Social, Emotional and Mental Health</p> <p>On Entry observations, Well being questionnaires and observations from staff suggest that social and emotional issues along with lower academic resilience and high anxiety levels have been identified for a growing number of vulnerable children including disadvantaged children.</p> <p>Internal observations and assessments have evidenced that providing children with wider opportunities enhances children's self-esteem, confidence and participation in lessons increasing their social and emotional skills.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>An additional focus on suspensions relating to SEMH needs has been identified. Data analysis shows a minimal increase in suspensions. During the academic year 2024-2025, 1 disadvantaged pupil had 3 suspensions (7 days total). This pupil has since left school and had a wide range of supportive measures in place. This equates to 0.83% of the school which is an increase from 2023-2024 (0%). In light of these findings, the focus of SEMH support will be to ensure support is in place earlier and robust measures are in place to track behaviour and concerns (see trauma informed behaviour policy). Suspension data will reduce.</p>

3	<p>Writing - Assessments in writing and previous KS2 data (2024) demonstrates that fewer pupils from a disadvantaged background achieved the expected or greater depth standard compared to national data.</p> <p>33.3% (2/6 disadvantaged pupils) did not meet the expected standard in writing, compared with 80% non disadvantaged children) Only 16.6% of disadvantaged pupils achieved greater depth in writing compared with 28% of non PP children.</p> <p>2025- 30 % (3/10) of disadvantaged pupils did not meet the expected standard in writing</p> <p>The 3 year trend demonstrates that disadvantaged pupils are achieving significantly above national average at Westcliff achieving 85% compared to 72% national</p>
4	<p>RWM - 77.4% of pupils achieved the expected standards in RWM. Of these, only 66.7% of disadvantaged pupils compared to 80% of non disadvantaged pupils.</p> <p>In 2025, 67% of Disadvantaged pupils achieved the expected standards in RWM - this demonstrates an increase in pupils achieving the expected standard.</p> <p>End of KS2 assessments show that at Westcliff we are significantly above national average in terms of combined attainment for end of KS2.</p> <p>In 2024-2025, Disadvantaged pupils achieving RWM was 67% and nationally was 47% which demonstrates we are above the national average. Over a three year trend, we are significantly above national average for disadvantaged pupils. At Westcliff, 75% of DP achieved RWM compared to national which was 46%. Further data analysis indicates that the gap is widening slightly for DP in attainment for Maths at the end of KS2. This will now become a focus for 2025-2026 on the pupil premium plan.</p>
5	<p>High school ready -Assessments, observations, and discussions with children indicate that not all of our Year 5 and Year 6 children are high school ready. Although our attainment gap between our Pupil Premium and non Pupil Premium children is small, we still feel there is still scope to close the gap even further.</p> <p>In 2025, children were much more prepared for high school - 67% of pupils achieved RWM at the end of KS2 assessments and observations of behaviour also confirmed this. For those who were not, robust supportive measures were in place and close links made with high schools to ensure that the transition was smooth.</p>
6	<p>NEW - Attendance - An additional target has been identified due to Data analysis showing a relatively small decline in attendance data over the last two years (- 0.6%). Despite this minimal decline, Westcliff continues to be well above national average at 95.1% with national being 92.4%. Westcliff also is rated the top school out of 20 similar schools. Persistent absences continues to be significantly below national average (Westcliff - 3.8% national 13.3%)</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
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1. Improve oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments (TalkBoost / SALT/WellComm) and teacher observations will indicate significantly improved oral language skills.</p> <p>More pupils discharged from NHS speech and language therapy services.</p> <p>Year 3 of oracy project - to develop a baseline and benchmarks scoring system to measure the progress which will be evident in next years PP strategy.</p>
<p>2. To achieve improved resilience and wellbeing for all pupils in school, and reduced anxiety levels particularly in disadvantaged pupils.</p> <p>To reduce the number of suspensions for disadvantaged pupils with SEMH needs.</p>	<p>High levels of well being evident in classes / pupil surveys.</p> <p>All pupils complete a Wellbeing assessment with an improved score.</p> <p>Those identified with SEMH needs complete Boxall profile.</p> <p>A significant increase in the amount of disadvantaged pupils participating in enrichment / extra-curricular activities.</p> <p>Suspension data will decrease for disadvantaged pupils with SEMH needs.</p>
3. Improved attainment in writing	<p>Improved attainment in writing for disadvantaged pupils.</p> <p>Achieve or exceed national average progress scores in KS2 Writing in the next 3 academic years.</p>
<p>4. Improved combined attainment for Y6 disadvantaged pupils</p> <p>FOCUS ON MATHS from 2026</p>	<p>Improved attainment in RWM for disadvantaged pupils.</p> <p>Improved attainment in Maths for disadvantaged pupils.</p>
5. Our disadvantaged Year 6 children will be high school ready and meeting at least age expected outcomes at the end of this key stage.	<p>Teacher assessment/ Statutory assessment</p> <p>Improved resilience and behaviour around school</p>
6. Improve attendance for disadvantaged pupils.	<p>An increase in attendance data for disadvantaged pupils.</p>

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: £30,563 **£41,330**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>High quality teaching - CPD to support high quality teaching.</p> <p>Leadership time</p> <p>PP lead release time</p> <p>Additional quality first teaching 1:1 from class teachers = 2 days per PP child per teacher</p>	<p>27.3% of the current Y6 cohort are classed as disadvantaged. Of these, 44.4% of disadvantaged pupils have started the year WTS in at least one core subject area (R,W,M, GPS)</p> <p>45% of the current Y6 cohort are classed as disadvantaged and of these 53% have started the year WTD in at least one core subject area. Increased needs within this class.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>The EEF high quality teaching research states that supporting teachers to deliver high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High Quality Teaching - EEF</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Using Pupil Premium - EEF</p>	<p>1, 3, 4, 5</p>
<p>SENDCO , through instructional coaching model, supporting effective T&L across the universal offer, including identification of need</p>	<p>Embedding the 5 recommendations (SEND in mainstream) , particular focus on SEND</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p>Voice 21 Whole school Oracy training and development of oracy curriculum.</p> <p>Update ELKLAN training - communication friendly status.</p> <p>Commitment to ensuring new staff take part in the training to continue the renewal.</p> <p>Renewed 2025 - RH to train new members of staff.</p> <p>2026- Implementation of benchmark and tracking across school to identify skills/needs.</p> <p>Oracy is a strength of the school as identified on recent SEN review.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction. Improving Literacy in KS2 EEF</p>	<p>1,3, 4</p>

<p>Implement trauma informed behaviour policy alongside zones of regulation- whole school training and support for staff.</p> <p>Y2 of the Trauma informed approach Zones of regulation well established. 2026/2027 - focus on developing a zones of regulation curriculum to support this.</p>	<p>A consistent and whole school approach to behaviour which ensures all staff manage behaviour in an appropriate way and that all staff understand individual children's needs/influences.</p> <p>Improving Behaviour in Schools EEF</p> <p>Trauma informed behaviour policies and schools have many benefits including increased academic achievement and improved mental health. Evidence shows that this alternative approach to management of behaviour comes from 'trauma-informed' education where all behaviour is seen as a form of communication and an opportunity to develop self-regulation.</p> <p>Full article: The case for trauma-informed behaviour policies</p>	2, 5, 6
<p>New PSHE curriculum - 1 decision</p>		2, 5, 6
<p>Apprentice TA3 & additional TA2 ams supporting nursery pupils - 2&3 year olds - to ensure school readiness (toilet training, S&L interventions)</p>	<p>EEF Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</p> <p>EEF Best use of teaching assistants</p> <p>Language is best modelled and specifically planned/targeted for children with S&L needs.</p> <p>EEF - Early Years evidence Teaching language</p>	1
<p>Introduction of LBQ to ensure rigorous assessment allowing staff to clearly identify gaps and to provide early intervention.</p> <p>This is currently being used to identify needs particularly in KS2 and is in development for all subjects (core and foundation subjects)</p> <p>Focus on Maths 2025-2026 as new target on the strategy</p>	<p>Embedding Formative Assessment (EFA) aims to create a culture of continuous improvement in schools by embedding formative assessment practices.</p> <p>Embedding Formative Assessment EEF</p>	3, 4
<p>Assistive technology - clicker licences purchased for the whole school. All children including PP children can access assistive technology to allow them to access writing and literacy.</p>	<p>Through observations, assessments and having analysed data for our disadvantaged pupils in writing we have identified a need to utilise Clicker in writing and topic sessions. By using digital programmes such as Clicker, we will improve the quality of practice for pupils and achieve higher levels of engagement which in turn will have an impact on attainment. This enables our disadvantaged pupils to access more of the curriculum. This is supported by the EEF research on the 5 a day principle which looks at adaptive teaching and use of assistive technology.</p>	3,4

Clicker used currently across school. Staff also accessing other software such as google docs.	Digital Technology - EEF EEF blog: The Five-a-day approach: How the EEF can support	
Maths - subject leader time to effectively monitor delivery and impact of White Rose curriculum and implementation of Mastering Number EYFs/KS1 upwards. Subject leader to coach and work alongside staff to ensure manipulatives are accessed and policy reflects.	EEF - Maths use of manipulatives	3

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

Budgeted cost: £ 15,281.50 £20,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Screen all children entering EYFS using the Welcomm assessment to ensure timely identification of needs and early intervention. Following the screening, a L3 TA will deliver SALT interventions (Talk Boost, Blank Levels, SALT programmes) to narrow the gap and accelerate progress for those who need the support.	We have noticed a trend in children entering the school with poor communication skills which is predicted to be a growing need due to young children being in lockdown for so much of their life (Y1 cohort exempt). Lockdown impact on Early Years - Literacy Trust (EEF source) By identifying needs early we aim to allow pupils to become ready for literacy as part of our 3 year plan. Evidence - EEF <i>Preparing for literacy</i> <i>Prioritising development of oral language and communication is key to success in reading. It also states that the use of high quality intervention programmes and effective use of timely data can have the biggest impact on a child's readiness for literacy.</i> Preparing for Literacy - EEF	1
Following from the impact of WELCOMM screening, screen all pupils as they enter Y3 to identify SALT	As above, we notice a trend in children struggling due to the increased demands in Y3 and may not have continued to make steady progress with language skills.	

<p>needs that may have developed during KS1. Purchase screening tool from communication trust and train member of staff to screen.</p> <p>Explore further screening tools such as Renfrew/TALC</p>	<p>This has an impact on their attainment in Literacy and many other subjects.</p> <p>By identifying needs early we aim to allow pupils to become ready for literacy as part of our 3 year plan.</p> <p>Evidence - EEF <i>Preparing for literacy</i></p> <p><i>Prioritising development of oral language and communication is key to success in reading. It also states that the use of high quality intervention programmes and effective use of timely data can have the biggest impact on a child's readiness for literacy.</i></p> <p>Preparing for Literacy - EEF</p>	
<p>Communicate commissioned to deliver SALT interventions with specific children and Therapists attending each term to assess and update plans.</p> <p>Interventions across the week led by TAs focus on Reception and KS1 and those in KS2 with significant need.</p>	<p>4 PP chn accessing Communicate interventions.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Nessy 5/30 pupil subscriptions are PP</p> <p>10/30 subscriptions for PP chn.</p>	<p>Through observations, assessments and having analysed data for our disadvantaged pupils in reading we have identified a need to plug gaps in and provide multi sensory learning. By using digital programmes such as Nessy, we will improve the quality of practice for pupils and achieve higher levels of engagement which in turn will have an impact on attainment.</p> <p>Digital Technology - EEF</p>	3,4
<p>1:1 and small group interventions for identified needs in reading and writing</p> <p>Precision Teach interventions implemented (training updated) to ensure progress is made in reading and writing.</p> <p>Staff trained to administer the Dyslexia Portfolio assessment to ensure needs are identified, met and relevant interventions are in place. - 8 chn accessed this so far.</p>	<p>Tuition targeted at specific needs and knowledge gaps in reading and writing can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups</p> <p>Teaching Assistant Interventions EEF</p> <p>Reading comprehension strategies EEF</p> <p>Teacher will identify gaps in learning for individuals and explain to TAs how to teach a small group or 1:1 to address specific needs and knowledge gaps in reading and writing.</p> <p>Nessy spelling and reading programmes, Precision Teach and Bounce back phonics will form part of these interventions.</p>	<p>3, 4</p> <p>3, 4</p>

<p>1:1 or small group interventions for identified needs in mathematics.</p> <p>Lead first class at number TA's to train up new TA's to deliver the intervention.</p> <p>TA's trained and intervention being delivered with excellent results. 50 % of the intervention was PP chn who all made +1 year progress from the intervention.</p>	<p>Tuition targeted at specific needs and knowledge gaps in mathematical knowledge can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups</p> <p>Teaching Assistant Interventions EEF</p> <p>Teacher will identify gaps in learning for individuals and explain to TAs how to teach a small group or 1:1 to address specific needs and knowledge gaps in maths. Interventions include - first class at number and specific white rose maths work.</p> <p>First class at number</p> <p>1stClass@Number 1 - first trial EEF</p>	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,281.50 **£25,665**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counsellor to support children who are having difficulty accessing learning through behavioural/ emotional issues.</p> <p>Counsellor used to support 2 disadvantaged pupils (also LAC/post LAC) and available for others as needs arise.</p> <p>Support from CAMHS PMHW to support families, delivering worry workshops, attending drop ins. (Release time for family support worker and SENCO)</p> <p>Resilience committee for those children who need to develop their own resilience by adopting a</p>	<p>Pupils identified as having Social and Emotional Learning (SEL) needs through well being questionnaires and observations to receive targeted interventions. 39.3 % of PP pupils identified as having needs which can be met through CAMHS, Newstart or inhouse strategies such as resilience committee/lunch club/ Family Support worker.</p> <p>Evidence - EEF</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p> <p>Social and Emotional EEF (+4)</p> <p>No of pupils needing SEMH support 39% of the pupil premium register assessed as needing further emotional support, including 50% of Reception disadvantaged pupils.</p> <p>Year 5 - 13 PP children - 7 of whom, are on SEMH/medical needs list</p>	2

<p>leadership role in this area.</p> <p>Lunch club for identified children to develop social skills and those who particularly struggle at social times such as lunch time. (TA3 - 2.5 hrs per week x 40 £9,975)</p>		
<p>Appoint family support worker for 15 hours per week to support families of PP /LAC / Previously LAC children with SEMH needs. (71% of caseload are PP) £9000</p>	<p>Social and emotional learning EEF Parental engagement EEF</p> <p>Research: Gottman et al (1996) – Emotion Coached children are better able to: control their impulses; delay gratification; self soothe when upset; pay attention. As a result, Emotion Coached children achieve more academically in school; are more popular; have fewer behavioural problems; have fewer infectious illnesses; are more emotionally stable; are more resilient.</p> <p>Attendance and Barrier Removal: Dedicated roles ensure non-academic barriers (emotional, social, and family issues) that cause poor attendance and disengagement are swiftly and effectively addressed through targeted support and family liaison.</p>	2, 5, 6
<p>Access PWO and attendance incentives</p>	<p>Local authority SLA; professional partner</p> <p>Engagement with DFE guidance: https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</p>	
<p>Beach School developed and resources were purchased to allow most disadvantaged pupils with access to outdoor learning and first hand experiences.</p> <p>HLTA - run weekly beach school sessions 1 afternoon per week.</p> <p>Enrichment Curriculum</p> <p>Residential trip - discounted for PP pupils by 50%</p> <p>Primary Futures events- providing disadvantaged children with opportunities to find out about different careers and to develop their aspirations.</p> <p>PALS No cost</p>	<p>Cultural Capital: ‘disadvantaged students don’t develop as they don’t watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it’. 6 10 (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>EEF Toolkit - +4 months for outdoor adventure learning</p>	4

<p>OPAL Playground support and equipment - purchase sensory toys, role play resources and sensory plants for beach area.</p> <p>Teacher and TA lead in place for 2026</p>	<p>https://www.playengland.org.uk/strategy</p> <p>The Education Endowment Foundation highlights that play-based learning helps children practise problem-solving and perseverance in low-stakes situations (EEF, 2023). A play strategy (such as OPAL) that encourages acceptable risk-taking, such as using loose parts, natural materials or climbing structures, supports resilience by allowing children to face small challenges and succeed.</p>	
<p>Continued Training for all staff in Trauma informed approach</p> <p>To identify and train a member of staff in TI Diploma (£11k)</p> <p>Behaviour policy incorporates trauma informed approach</p>	<p>An increase in disadvantaged pupils with trauma.</p> <p>Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.</p> <p>Improving Behaviour in Schools EEF</p>	2

Total budgeted cost: £30,563 + £15,281.50 + £15,281.50 = £61,126

2025-2026 - £25,665, £20,665 + £41,330 = £87,660

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Pupil Premium Strategy Outcomes 2024-2025

The number of disadvantaged pupils that are in receipt of pupil premium has continued to increase, showing a trend over the past three years and demonstrating the ever changing needs within our school. Disadvantaged pupils over this time require further support for a variety of different needs and factors. Possible barriers and targeted support has been identified in relation to these needs and factors to ensure that we have high expectations for all pupils, despite any disadvantage. The previous pupil premium strategy aimed to ensure that identified needs and possible barriers were identified early and actions were taken to close the gap. The main outcomes and evaluations are detailed below -

Outcome 1 - Improve oral language skills and vocabulary among disadvantaged pupils.

Since this plan was implemented, we have made exceptional progress in terms of addressing improving oral language skills and vocabulary among our disadvantaged pupils. We are in the second year of the Voice 21 project which was observed during a recent SEND inspection (Nov 2025) which noted that Learning walks confirmed a strong commitment to enhancing pupil learning through the consistent implementation of a variety of oracy strategies across all visited lessons. It also noted that staff are employing several effective techniques including

- targeting core vocabulary
- use of symbols to support explicit teaching of disciplinary vocabulary
- ensuring pupils can articulate subject-specific concepts with greater precision
- Talk Partners is actively promoting collaborative dialogue, which helps pupils to deepen their understanding and confidence in verbal expression.

We updated the ELKLAN communication friendly school accreditation in July 2025 which ensures that there is a commitment to supporting communication and language needs for all children despite any disadvantage. Observations from the assessments noted how there was a clear focus across school and that support for oral language skills was fully embedded when the ELKLAN assessors visited school.

Evaluation of the intense support offered for disadvantaged pupils in the Early years lead to all 6 (100%) achieving GLD for Communication and Language. 16% of disadvantaged pupils from Reception received early intervention from commissioned communicate services and regular intervention within school being discharged from their services due to the progress made. As we progress on our Oracy journey we will ensure a tracking system is in place measuring children's progress towards Oracy outcomes.

Outcome 2 - To achieve improved resilience and wellbeing for all pupils in school, and reduced anxiety levels particularly in disadvantaged pupils.

We are on track to achieve improved resilience and wellbeing for all pupils, with clear impact on reducing anxiety—particularly for disadvantaged children. All staff have now completed SEMH training, including Trauma-Informed Practice and FCAT's graduated approach, and observations show this has strengthened staff interactions and their ability to support pupils with SEMH needs. We continue to work closely with CAMHS and the Primary Mental Health Worker to provide targeted support for pupils and families. Our Family Support Worker has built strong relationships with vulnerable and disadvantaged families, offering tailored guidance and early help. She currently timetables direct, targeted work with 12 disadvantaged pupils (70% of her direct work caseload) and is available for any pupil who needs support. The Resilience Committee continues to provide pupils with meaningful

opportunities to lead on supporting their own and others' wellbeing, with disadvantaged pupils currently making up 36% of the committee.

To strengthen universal provision, we have introduced 1Decision to support PSHE delivery; pupil voice shows children enjoy it more and understand the content better. The Zones of Regulation have also been successfully rolled out as a whole-school framework for emotional regulation, with further work planned to develop explicit curriculum teaching. Together, these actions demonstrate strong progress toward creating a supportive, emotionally secure environment where all pupils (especially disadvantaged pupils) can thrive.

Outcome 3- Improved attainment in writing

Outcomes for Disadvantaged pupils at KS2 demonstrate that there are more pupils achieving pass or above from 67% (2024) to 70% (2025) and a reduction in pupils working below age related expectations by 3%. We continue to achieve above national average in terms of disadvantaged pupils achieving expected standard or higher in End of KS2 writing assessments which is evident in the three year trend.

Results at GLD also indicate excellent progress in improving the attainment gap in writing. This has improved from 60% (2024) to 83.3% (2025) of disadvantaged pupils achieving the writing GLD. A reduction in the number of pupils who have not achieved the ELG for writing from 40% (2024) to 16.7% (2025).

Outcome 4- Improved combined attainment for Y6 disadvantaged pupils (RWM)

End of KS2 assessments show that at Westcliff we are significantly above national average in terms of combined attainment for end of KS2.

In 2024-2025, Disadvantaged pupils achieving RWM was 67% and nationally was 47% which demonstrates we are above the national average. Over a three year trend, we are significantly above national average for disadvantaged pupils. At Westcliff, 75% of DP achieved RWM compared to national which was 46%. Although our combined reading, writing and maths outcomes remain well above national averages, the attainment of disadvantaged pupils has remained stable at 67% across both 2024 and 2025. Gap analysis for future cohorts with targeted interventions will support the intended target of increasing the combined attainment at y6. Further data analysis indicates that the gap is widening slightly for DP in attainment for Maths at the end of KS2. This will now become a focus for 2025-2026 on the pupil premium plan

Outcome 5- Our disadvantaged Year 6 children will be high school ready and meeting at least age expected outcomes at the end of this key stage.

The holistic approach to supporting our pupils up to and including their final year of primary school has ensured that those with a complex array of needs and barriers to learning are well supported before they move to high school. For example, a pupil who had experienced significant trauma had a thorough and detailed plan of support (inclusive of family support worker time, Early help support, counselling services, academic interventions as well as wrap around care). This high level of support ensured this pupil met age related expectations and was high school ready. 85% of disadvantaged pupils achieved age related expected outcomes for reading, writing and maths at the end of key stage 2. Of those who didn't pass, 2 pupils did not achieve age related outcomes for just one subject (Writing) and 1 did not pass writing and was one mark from achieving age related outcomes in Maths.

We continue to achieve well above the national average in terms of disadvantaged pupils achieving the expected standard and compared to non-disadvantaged nationally, this is due to the in-depth planning and complex support we have in place for these children.

In conclusion, the previous years pupil premium strategy has been very effective in working towards the outcomes set and we have made excellent progress towards meeting these outcomes.. Although it has a great impact on pupil attainment, further evaluation of data has identified new priorities that will feed into the Pupil premium statement. Very slight relative decline in attendance data means we will ensure this is a priority. Despite this marginal change, we continue to be top out of 20 similar schools on the ABIE report. Our overall attendance is currently 96.3% and we have a target set at 96.5%

Appendix - Data table for 2024-2025 Results

2024/2025		Reading		Writing			Maths		GPS
KS2 (10 PP) End of KS2 Teacher Assessment	Greater Depth	2(20%)		0(0%)			2 (22.2%)		3 (30%)
	Expected Standard	8 (80%)		7(70%)			6 (60%)		6 (60%)
	Below age related expectation	0(0%)		3 (30%)			2(60%)		1 (10%)
	Pass or above	(10) 100%		(7) 70%			(8) 80%		(9) (90%)
Year 4 (PP) Multiplication Check	Met Expected	54.6%							
	Did not meet expected level	45.4%							
Phonics Screening Check (9 PP)	Met Expected	100%							
	Did not meet expected level	0%							
Early Years Good Level of Development (6 PP)		Communication and Language		Personal Social and Emotional Development			Physical Development		PRIME Average
		LAU	S	SR	MS	BR	GM	FM	
	Emerging	1 (17%)	1 (17%)	1 (17%)	2 (33%)	2 (33%)	0 (0%)	0(0%)	17%
	Expected	5 (83%)	5 (83%)	5 (83%)	4 (67%)	4 (67%)	6 (100%)	6 (100%)	5 (83%)%
		Literacy					Maths		SPECIFIC
		C	WR	W			N	NP	
	Emerging	1 (17%)	1 (17%)	1 (17%)			1 (17%)	1 (17%)	1 (17%)
	Expected	5 (83%)	5 (83%)	5 (83%)			5 (83%)	5 (83%)	5 (83%)

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
Times tables rockstar	TTRS rockstars
Play Therapy/ counselling	New Start / Hi 5 Counselling
Reading and spelling programme	Nessy
PWO	Blackpool Council
Clicker 8	Crick software
Colourful semantics	Speech bubble
Speech and language support	Communicate (Blackpool)
Talk Boost	I CAN
Early Talk Boost	I CAN
First Class at Number	Edge Hill

Further information (optional)

Our pupil premium strategy will be supplemented by the additional activity that is not being funded by the pupil premium strategy or recovery premium, all of which is detailed below.

Using the EEF SEL toolkit as evidence, it has highlighted the importance of early identification of SEMH needs and how important it is for staff to feel competent and fully trained to help pupils in these circumstances. All key stage two staff will be mental health first aid trained as well as two members of SLT who are already mental health leads in school. We recognise that support for and development of pupils' wellbeing and mental health is a priority. Following partial closures and issues related to COVID, it will not improve overnight which is why we have identified this as a long term priority.

By providing and planning many extra curricular activities in school including those provided by Blackpool Football club and Northern Taekwondo, we can provide our disadvantaged pupils with a wide variety of activities, skills and experiences (majority funded via Sports Premium allocation). Which consequently has a great impact on pupils' well being, learning, behaviour and life experiences. Pupils are offered subsidised visits to a residential visit to an outdoor activity centre and have a carefully planned enrichment curriculum including our embedded beach school sessions. The EEF have provided research into the benefits of outdoor adventure learning and noted progress of up to 4 months. Disadvantaged pupils will benefit from opportunities to develop team building skills, resilience, and self confidence.

As part of our teaching planned strategies, we will be focussing on developing reading for pleasure throughout school which will include resourcing the library and classrooms with Pie Corbett approved texts and books which reflect diversity. This activity aims to focus on developing reading within our school and providing disadvantaged pupils with a wide variety of high quality texts and to develop a passion for reading.

We also aim to embed more effective practice around feedback. EEF evidence demonstrates this has significant impacts on disadvantaged pupils. A whole class marking policy will be implemented and monitored regularly to review the quality of feedback and the impact it is having.

Although attendance is not a huge issue for our disadvantaged pupils, we continue to fund a PWO to ensure that any attendance issues are addressed as they arise. This ensures that we are highly responsive to our pupils' needs and to work alongside our families to continually strive for excellent attendance.

Planning, Implementation and Evaluation

We used a variety of high quality research to inform our current plan for Pupil premiums spending such as the EEF's implementation guidance. This guidance to develop our strategy, to diagnose our pupils' needs and to carefully plan how we would deliver the interventions using the tiered model. We referred to a host of other different research and best practices about the effective use of pupil premium spending. We have looked into research and information around the impact of the pandemic on disadvantaged pupils. Previous Pupil premium expenditure has been reviewed in light of this statement to ensure that the planned activity has the greatest impact on our disadvantaged pupils needs.

We utilised various data from a variety of sources such as observations, assessments, conversations with pupils, parents and staff. This is to ensure we target specific challenges that affect our disadvantaged pupils carefully and so that we can plan activities to meet these needs. Throughout the implementation of this plan we aim to regularly review what has been put into place and how effective it has been in addressing the needs. If needed, the plan may be adjusted in light of these reflections to ensure the best possible outcomes for our pupils.

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