

Pupil premium strategy statement

This statement details Westminster Primary Academy Blackpool's use of pupil premium to help improve the attainment of all 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. We follow EEF's 5 step Pupil Premium Process (Diagnose, Evidence, Develop, Deliver/Monitor, Evaluate) to ensure the strategy is a continuous cycle of improvement.

This is a 3 year plan covering 2024-2027.

School overview

Detail	Data
School name	Westminster Primary Academy Blackpool
Number of pupils in school	412 pupils
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024,2025, 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Beth Latham Headteacher
Pupil premium lead	Beth Latham
Governor / Trustee lead	Simon Blackwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£433,600
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£433,600

Part A: Pupil premium strategy plan

Statement of intent

Westminster Primary Academy in Blackpool is determined that all of our pupils, regardless of their background or challenges, make the best possible progress and achieve high standards across all curriculum areas. We are committed to providing every child with the best possible environment for their learning. Each child is unique and has different needs, which may vary through their time in school. The core purpose of the strategy is to support our disadvantaged pupils to achieve this goal. We ensure we look at current research and evidence-based impact before making any decisions. We work with our local research school, examine EEF research and work closely with the English and Maths Hubs.

During pupil progress reviews, we review the additional challenges faced by our vulnerable pupils (ie. those with a social worker or are a young carer) such that we can provide high quality teaching and interventions and/or support to overcome their barriers to learning. This ensures we can allocate the budget accordingly such that it has the biggest impact. We are focused on ensuring that ALL children's attainment will be maximised and work to improve outcomes for all learners and ensure opportunities are levelled and gaps closed.

The strategy starts with quality first teaching, with a focus on the areas where our disadvantaged pupils require the most support. Great teaching and careful planning can make a huge impact on the pupil's outcomes, including our non-disadvantaged pupils too. Evidence shows great teaching equates to great progress. This approach is rooted in robust research; evidence from the Sutton Trust states that "Effective pedagogy is the most powerful lever for closing the gap." Furthermore, their report, *'What Makes Great Teaching?'*, reinforces that great teaching directly equates to great progress for every learner

Our approach will be receptive to both our universal challenges as well as honed to meet individual needs. Consistent and robust diagnostic assessments will form the basis of our implementation strategies. The approaches taken by our school enhance each other to really support and help our pupils exceed.

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background and to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. We want to ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum and to develop confidence in their ability to communicate effectively in a wide range of contexts. We want to enable pupils to look after their social and emotional wellbeing and to develop resilience and access a wide range of opportunities to develop their knowledge and understanding of the world in which they live.

We ensure all our pupils, including our disadvantaged pupils, are challenged, we act early to intervene and meet the pupils needs and are rigorous to make sure all staff take responsibility for the outcomes of our disadvantaged pupils and have high expectations at all times of what they can achieve.



Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate our Reception children come into school significantly behind national expectations of school readiness. Our context reflects the research from the early-years charity Kindred squared: that nearly half of children in the UK are starting school developmentally behind national expectations, struggling with basic communication, social skills, and physical independence.
2	Literacy skills are below the national average at the end of Reception and KS2.
3	Assessments including Baseline, lesson observations, and discussions with children, parents and teachers have identified significant numbers of 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. Communication and language issues are a main concern - 90% of Reception children are below age related expectation for listening, attention, understanding and speaking.
4	The school serves a catchment area with two of the most deprived areas in Britain. Education is not as valued as it should be and attendance can be affected. Without support, this quickly gives rise to persistent absence which significantly impacts future attendance. The children and families have significant challenges in their social and emotional well being and behaviours for learning which can prevent them attending school. Historic data shows that we were close to the national average for attendance for disadvantaged children and through utilising pupil premium funding we are now above national comparisons. We aim to continue this support to maintain this upward trend.
5	The area in which the school serves has very high transience, a churn typically being between 25% and 35% of the school per year. The significant majority of children who are non-routine admittance have significant challenges both educationally (very few are at age expected levels) or pastorally (many are fleeing abuse or neglect) and require some additional support from school or other services. Many of our families have had a high number of house moves or live in unsatisfactory or temporary housing - this particularly applies to our disadvantaged children.
6	In the last 3 years there has been a significant increase in children joining from families who are seeking asylum and living in a local hotel

	<p>until their application has been processed. This has increased the number of children who use English as an additional language alongside being disadvantaged and living in poor quality accommodation.</p>
7	<p>Our children do not have the same access to wider opportunities of the “average” child. There is significant external data that confirms children that are disadvantaged have reduced cultural capital opportunities which can impact negatively on children’s 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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
Rapid progress of children in EYFS and KS1 to close gaps and level up with non disadvantaged peers across the country	At least 65% of children attaining GLD by the end of Reception TA in the majority of KS1 shows children attainment to be in line with age expectations.
Improved phonics, literacy and vocabulary to reach chronological age and age expectations	Phonics outcome for 2026-27 to be in line with national averages. Internal data will show a narrowed gap between disadvantaged and non-disadvantaged pupils.
Improved standards in speech and language among children	Assessments and observations evidence at least good progress towards age expected standards for all identified children. Rapid decrease in the number of children with speech and language issues from on-entry to end of KS1
Improved attendance of all students especially disadvantaged pupils	Persistent Absence rate for disadvantaged students will be in line, or lower than national averages. Disadvantaged students will achieve, or exceed, attendance percentages in line with national averages. Increased parental engagement demonstrated through attendance at various school events.
Provision of a comprehensive experience curriculum and personal development programme.	100% of all children access a range of wider experiences in and out of school
Provision of targeted support to pupils with SEMH concerns	Reduced behaviour incidents for disadvantaged pupils Increase in attendance Increase in attainment at KS2 of SEMH/Disadvantaged pupils
Maximised progress and improved attainment for disadvantaged pupils across the curriculum as evidenced at key, statutory testing events	Children will make at least good progress and attain at least in line with national averages in all year groups. Milestones being

	<p>Reception: 65% GLD</p> <p>Year 1 phonics: 79% pass</p> <p>KS 2 SAT: 62% combined</p> <p>With progress KS1- KS2 being at least +1 and good compared with other schools. (Not in year 24-25 as non comparable data but available 25-26 and 26-27)</p>
--	---

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 236,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff (HLTA, TA's) to support all year groups, especially early years such that interventions can take place in class and reduce group sizes for targeted teaching and learning. This activity is a core component of our Tier 1 strategy as per the EEF.</p> <p><i>HLTA x 3</i></p> <p><i>Additional TA</i></p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>By funding dedicated HLTAs and TAs, we are directly addressing the primary barrier to oracy identified in the Sutton Trust's 'Life Lessons 2024' report- where 48% of teachers cite a lack of staff time - ensuring we provide the intensive, targeted support</p>	1,2,3,5

	required for the 90% of our Reception pupils currently working below age-related expectations.	
<p>Whole school provision for social and emotional learning will be enhanced by releasing staff to access training - Supporting the Social and Emotional Needs of Children.</p> <p><i>HLTA</i> <i>Nurture groups</i> <i>Mentoring</i></p>	<p>Extensive research and practical evidence shows that improving childhood social and emotional skills contributes to significantly improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Additionally, it improves the relationship with school and can improve behaviour for learning and attendance.</p>	4,5
<p>Provision of a family engagement team to support children and families SEMH including Pupil Welfare Officer (Local authority)</p> <p><i>2 x Family worker</i></p>	<p>Improving parental engagement is paramount when working with younger children in primary. Extensive evidence indicates supporting families and early help/early interventions improve educational outcomes for children. Ensuring we build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.</p> <p>REVIEW OF BEST PRACTICE IN PARENTAL ENGAGEMENT</p> <p>[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK</p>	4,5

<p>Recruitment of additional staff to support special needs teaching and learning.</p> <p>SLSAS x4</p>	<p>Westminster has always sought to provide children with appropriate support due to the context in which we work (high SEN, deprivation and transience). We look at high pupil:adult ratios as this is shown to increase pupil attendance, engagement and performance.</p>	<p>1,2,3,5</p>
--	---	----------------

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

Budgeted cost: £ 83,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPL for teaching staff</p> <p><i>CPD offer inc Trauma informed practice</i></p> <p><i>Supervision for SLT, Safeguarding and SEN team</i></p> <p><i>Writing-intensive CPD for staff, focusing on the specific barriers disadvantaged pupils face, such as limited vocabulary or lack of varied life experiences.</i></p> <p><i>RWI training</i></p> <p><i>Rolling programme of ELKLAN training to support high quality communication as standard and deliver communication friendly school status.</i></p>	<p>The EEF’s Effective Professional Development guidance states that supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Westminster provides a CPD/CPL offer throughout the year that looks at the needs of the children and priorities and actions in the academy improvement plan and developing future senior and middle leaders. This ensures that training is not a one-off event but is high-quality, evidence-informed, and focused on improving classroom pedagogy. National college is used as a platform to enhance the offer for all staff and to allow further personal study.</p> <p>EEF Guidance</p> <p>Evidence shows RWI has a positive impact on increasing phonics knowledge and increased impact on those with disadvantage.</p>	<p>1,2,3</p>

	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fr-ish-start</p> <p>The selection of this SSP programme is also directly informed by the DfE's 'Reading Framework.' This provides a rigorous, evidence-based approach specifically targeted to support the 'weakest 20%' of readers, ensuring they gain the fundamental skills needed to access the wider curriculum"</p>	
<p>Provide 1:1 and small group interventions for identified needs in reading, writing and maths. To address gaps caused by disadvantage</p> <p>TAs</p>	<p>Interventions targeted at specific needs and knowledge gaps in core subjects (Literacy and Numeracy) can be an effective method to support low-attaining children or those falling behind, both one-to-one and in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Teachers will identify gaps in learning for individuals. CPD will be put in place and teacher will explain to TAs how to teach a small group or 1:1 to address specific needs and knowledge gaps. This allows children to reach milestones to measure small steps of progress</p>	<p>1,2,3,5</p>
<p>Tiered SLCM approach with use of WellComm and ELKLAN to provide high quality speech and language support.</p> <p><i>TA employed to exclusively provide S and L support in the Early years and those with significant needs higher up. This role also allows oversight of in class support for all children with SLCN</i></p>	<p>Westminster invests heavily in support of speech language and communication. Evidence of the impact of these interventions is the rapid progress made on entry into school of children towards early learning goals. Support for parents to ensure they access NHS speech and language when available is provided.</p>	<p>1,2,4,5</p>

	<p>Welcomm allows us to provide a sharp focus on oral language from EYFS , as EEF evidence suggests this provides +6 months' progress.</p>	
<p>Provision of technology for all children. 1:1 devices across KS2</p> <p><i>IT upgrades £15000</i></p>	<p>Disadvantaged children have less access to functional digital devices and high-quality internet. Westminster uses PP money and the devices given by DfE during lockdown to ensure we fill this gap and ensure all children have access to a 1:1 device in KS2. In KS1, where the need and impact on learning is less impacted by digital technology, we ensure there are enough devices for learning and respond to the changing curriculum and children's individual needs. In support of this investment is research from: UNESCO: Global Education Monitoring Report, OECD: Digital Education Outlook and NFER Digital Literacy Research as well as the EEF and DFE.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>According to EEF, technology is most effective when used to improve the quality of explanations and provide immediate, high-quality feedback, which 1:1 access facilitates more effectively than shared resources. This approach fosters independent study and retrieval practice - proven to provide up to +4 months of additional progress.</p> <p>DfE: "Realising the Potential of Technology in Education" highlights how 1:1 technology is a vital tool for reducing teacher workload and raising attainment and that it is particularly impactful for disadvantaged pupils who may</p>	<p>1,2,3,6</p>

	<p>not have a stable environment at home.</p> <p>https://assets.publishing.service.gov.uk/media/5ca360bee5274a77d479facc/DfE-Education_Technology_Strategy.pdf</p> <p>https://unesdoc.unesco.org/ark:/48223/pf0000385723</p> <p>https://www.nfer.ac.uk/media/suugq2ar/futl08.pdf</p> <p>https://www.oecd.org/en/publications/oecd-digital-education-outlook-2023_c74f03de-en.html</p>	
--	---	--

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

Budgeted cost: £113,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part-time Pupil Welfare Officer and in school Attendance Officer Holistic approach implemented in supporting whole family to raise attendance. <i>PWO</i> <i>Attendance officer</i></p>	<p>Westminster links in with the Pupil Welfare Officer and employs their own Attendance Officer whose sole focus is to raise student attendance; this is achieved through a range of intervention methods including student and parent contact in school and at home. Students attendance has shown a rising improvement (8.9% absence 22/23 - 7% absence 23/24 and 5.2% absence 24/25) this can be attributed to the work of the Pupil Welfare Officer, the leadership within the academy and what the staff as a whole do, day-to-day to ensure students are in school to access the teaching and learning provision on offer. Improving attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p>	<p>4,5</p>
<p>Embed social and emotional learning across the curriculum and school based and partner based services for identified children <i>Counsellor</i></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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Teachers will provide social and emotional learning</p>	<p>5</p>

	<p>opportunities across the curriculum. Children requiring additional support will receive counselling from our school counsellor or identified partners.</p>	
<p>Resources are provided for all children to access every experience or opportunity outside of the classroom. Especially our disadvantaged children leading to increased vocabulary cultural capital and social and emotional skills. A comprehensive map of cultural capital allowing all children to achieve and thrive through transformational experiences.</p> <p><i>eg. Pupil Premium covers costs for Curriculum Enrichment Experiences (e.g. 3 little pigs Justice service courtrooms) to provide the lived experience necessary for high-quality writing.</i></p> <p><i>Engagement resources plus additional music and sports coach/ teachers</i></p> <p><i>Access to trips and experiences.</i></p> <p><i>eg - Year 6 residential trip to support team building, self esteem and OE opportunities, Year 5 theatre trips to support the study of Boy at the back of the classroom, KS2 access to peripatetic music lessons,</i></p>	<p>Due to financial restraints, many of our children lack the experiences of their peers across the country. This results in a lack of cultural capital and as is evidenced by significant research, a significant vocabulary gap.</p> <p>https://www.headteacher-update.com/best-practice-article/how-to-close-the-vocabulary-gap/213095/</p> <p>Closing the gap</p> <p>Due to the challenge of on entry communication and language skills it is essential to teach children new vocabulary and use language that isn't everyday talk, but goes 'beyond the here and now' and to extending children's thinking</p> <p>High quality interactions</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Internal observations and assessments have evidenced that providing children with wider opportunities enhances children's self-esteem, confidence and participation in lessons enabling the children to</p>	<p>6 leading to improved 1,2,3</p>

	<p>increase their social and emotional skills.</p> <p>Examples of how the money will be used include funding the majority of trips, all clubs, purchase of PE kits for all children, provision of instruments and of transport for all activities.</p>	
<p>Provision of support for children with SEMH.</p> <p><i>EP support and advice.</i></p>	<p>Research shows that children need a variety of support in teaching and learning at different times in their journey through primary. Westminster works hard to ensure they are fully inclusive and have worked extensively with Educational Diversity and other partners to ensure the provision and environment matches all learners' needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	4,5

Total budgeted cost: £ 433600

Part B: Review of outcomes in the previous academic year 2024/25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The IDSR suggests that all 3 year average Pupil Premium data at the end of KS2, with the exclusion of writing, is in line with the country as a whole. 57.1% of our disadvantaged pupils achieved R, W and M outperforming similar cohorts as 46% of disadvantaged children achieving all three areas nationally. This shows the positive impact of interventions and spend of Pupil premium monies

Westminster Academy's teacher assessment data indicates that our disadvantaged children have progressed at a slower rate in recent years in Reading, Writing, SPAG and Maths. This is inline with our non-disadvantaged too.

Internal and external data does show our main focus for improvement should be in Writing. Which brings along with it the concrete links to Speech, Language and reading.

We have employed extra Teachers and TA's to work with targeted groups on a one-to-one and small group basis to start to address gaps in learning of writing. Crucially, a particular focus has also been employed in supporting Speech, Language and Communication in the Early Years, as without these skills developing writing achievement is challenging.

Our pupil surveys, Boxall assessments, and observations indicate that pupil wellbeing and mental health are significantly impacted by the challenging socioeconomic context of our community. With family incomes constrained, parental ability to fund extracurricular activities is limited. We have used the pupil premium funding to directly address these external pressures by commissioning a school counselor and providing Healthy Heads coaching this year

EYFS	<p>Improve attainment for disadvantaged pupils with a focus on the following areas:</p> <p>Listening and attention, Speaking, Reading and Writing</p>	<p>The attainment gap between disadvantaged pupils and other pupils internally has closed.</p> <p><i>IMPACT – From baseline data 0% of the disadvantaged children were predicted to achieve GLD. 45.7% of the disadvantaged group achieved GLD showing measurable impact of the attainment of this group. This was an increase from 32.4% of the same group the previous year.</i></p>
------	---	--

KS 1	Rapid progress of children in EYFS and KS1 to close gaps and level up with non disadvantaged peers across the country	Narrowed gap between disadvantaged and non, however a drop in overall outcomes for phonics screening. New phonics scheme implemented - selected because evidence shows impact with disadvantaged children. (£ months +) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start
KS 2	Improve attainment of combined outcomes Improve pupil attainment	<i>RWM - Disadvantaged</i> - 3-year trend shows 56% disadvantage achieving RWM Above (sig+) the national outcomes for disadvantage of 46% <i>Writing is still an area of development . Targeted Writing Intervention implemented to close the gap between non disadvantaged at Westminster and nationally identified in 2026 IDSR</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2
Overall	Improve attendance of disadvantaged pupils.	<i>Improving trend over the last 3 years from 90.7 to 93.7 attendance for PP children. This is above national average of 92.4%</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Healthy Heads R-Yr 6	Healthy Heads Education

Service pupil premium funding N/A