

# Pupil premium strategy statement – Westover Primary School 2024-2027

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	222
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 – 2026-2027
Date this statement was published	November 24
Date on which it will be reviewed	September 25
Statement authorised by	Donna Fox
Pupil premium lead	Jo Dorricott
Governor / Trustee lead	Lucy Swales Paul Keeping

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,990
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Westover Primary School we are aspirational for all children, irrespective of their background or the challenges they face, to make good progress, thrive socially and emotionally and achieve well. We are aspirational for every child and hope to instil ambition in them for their own futures.

Ensuring children are present in every sense of the word is key in building relationships. We expect all children to 'Be safe, ready and respectful' and to confidently uphold our values 'Commander Kindness, Captain Creativity, Lady Resilience and Doctor Resourcefulness'. We want our staff to thrive in the workplace and offer the most irresistible learning opportunities for pupils.

All staff are committed to a whole-school approach in which we all take responsibility for disadvantaged pupils. Everyone will strive for outcomes (academically, socially and emotionally) that will prepare children well for the future.

We will consider the challenges faced by our vulnerable children which include those with a social worker, those classed as young carers, service children as well as those referred to Mental Health Support Team for more specialised support.

We work hard on creating a culture and belief that all pupils can and will attain well and will not lower our expectations based on families ability and capacity to support learning.

We prioritise ensuring that our teaching is of the highest quality through tailored CPD. *(as the EEF recommend through the use of the tiered model for school planning (Moving Forward, Making a Difference, May 2022)).* We will focus on priority areas and what will make the greatest difference. Teacher capacity is key to success so having a clear succinct plan is important. Every practitioner is the intervention so we need to ensure any training and development is effective and impacts well on our vulnerable pupils.

We are aware of the importance of the social, cultural and financial capital and will work creatively to ensure there is fair access to all enrichment opportunities.

## Challenges

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

Challenge number	Detail of challenge to address between 2024-2027
1	<p><b>Attendance</b></p> <p>Overall attendance has improved.</p> <p>Challenge remains for families where children do not attend for 90% of the time. Challenges present as school based avoidance from parents transferred to children</p>
2	<p><b>Language and writing</b></p> <p>2023-2024 data at Key Stage 2 shows that for reading and mathematics outcomes for disadvantaged for pupils are comparable to all. However the combined result is impacted by outcomes in writing.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. The impact of this on writing is evident across KS1 and 2.</p>
3	<p><b>Mental Health</b></p> <p>We have more families and pupils reaching out for mental health support. This is evidenced through internal referrals to the schoolchild and family support worker and external refers to MHST. The issues pupils are dealing with are wide.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To reduce persistent absence rates of disadvantaged pupils</p> <p><b>2024-2025</b> Below 25%</p> <p><b>2025-2026</b> Below 20%</p> <p><b>2026-2027</b> Below 15%</p>	<p><b>2024-2025 Establishing foundations</b></p> <p>Increase in family engagement in school</p> <ul style="list-style-type: none"> <li>- Specific training in family support for newly appointed Child and Family Support Officer to upskill</li> <li>- Increased participation of parents at school events and meetings</li> <li>- Targeted interventions to reach 75% of disadvantaged pupils</li> <li>- Training sessions for teachers in promoting good attendance including making learning irresistible</li> <li>- Decrease in Persistent Absence (Below 25%)</li> </ul> <p><b>2025-2026 Scaling and adjusting interventions</b></p> <ul style="list-style-type: none"> <li>- Increase in positive contact with families through engagement with Child and Family Support Worker, attendance at school to discuss progress of children</li> <li>- Targeted interventions to reach 85% of disadvantaged pupils</li> </ul>

	<ul style="list-style-type: none"> <li>- Training sessions for Teaching Assistants and Support Staff on supporting good attendance and engagement</li> <li>- Community partnerships developed to provide opportunities for disadvantaged pupils to engage in community events</li> <li>- Decrease in Persistent Absence (Below 20%)</li> </ul> <p><b>2026-2027 Sustaining improvements and long term impacts</b></p> <ul style="list-style-type: none"> <li>- Clear sustainability plan including succession to ensure good attendance is maintained</li> <li>- Targeted interventions to reach 100% of disadvantaged pupils</li> <li>- Decrease in Persistent Absence (Below 15%)</li> </ul>
<p>Combined results at the end of KS2 to be comparable to all (within 5%).</p> <p><b>2024-2025</b> writing outcomes at KS2 for all children to be within 8% of national. For disadvantaged this will be within 10% with all. Disadvantaged pupils will demonstrate improved vocabulary acquisition and oral communication skills with a focus on using age-appropriate language in discussions</p> <p><b>2025-2026</b> writing outcomes at KS2 for all children to be in line with national. For disadvantaged this will be within 5% with all. Disadvantaged pupils will develop confidence in presenting their ideas orally in front of peers, with emphasis on clarity and organisation.</p> <p><b>2026-2027</b> writing outcomes at KS2 for all children to be within 10% above national. For disadvantaged this will be at least in line with all. Disadvantaged pupils will apply their oral and writing skills in various subjects demonstrating cross-curricular literacy</p>	<p><b>2024-2025 Building foundations</b></p> <ul style="list-style-type: none"> <li>- Assessment data indicates a 15% increase in vocabulary usage and complexity during oral activities by the end of the year, as measured by teacher observations and assessments</li> <li>- Writing outcomes within 8% of national all</li> </ul> <p><b>2025-2026 Skill development and application</b></p> <ul style="list-style-type: none"> <li>- At least 80% of disadvantaged pupils will achieve a good level of oracy skills based on teacher assessment and observations</li> <li>- Writing outcomes within 5% of national all</li> </ul> <p><b>2026-2027 Mastery and application across the curriculum</b></p> <ul style="list-style-type: none"> <li>- At least 80% of disadvantaged pupils will demonstrate the ability to integrate oracy and writing skills effectively into foundation subjects</li> <li>- Writing outcomes to be above national</li> </ul>

<p>School has a highly effective mental help strategy with skilled staff to support pupils and their well-being</p>	<p><b>2024-2025 Building awareness and foundations</b></p> <ul style="list-style-type: none"> <li>- Upskill newly appointed Child and family Support Worker</li> <li>- Offer more Family Support Plans and ND profiles</li> <li>- Hamish and Milo programme extended to more pupils with aim to reach 75% of those that need it</li> <li>- Signposting to other services within Portsmouth</li> <li>- Promoting within newsletter</li> <li>- Upskilling all staff in awareness under universal offer</li> </ul> <p><b>2025-2026 Expanding support and services</b></p> <ul style="list-style-type: none"> <li>- Hamish and Milo programme extended to more pupils with aim to reach 90% of those that need it</li> <li>- Upskilling targeted staff with capacity to support Inclusion team – including third member of staff mental health trained</li> <li>- Planning and delivering more parent workshops to raise awareness and upskill</li> </ul> <p><b>2026-2027 Sustainability and long term impact</b></p> <ul style="list-style-type: none"> <li>- Hamish and Milo programme extended to more pupils with aim to reach 100% of those that need it</li> <li>- Rolling programme of training staff as Trauma Informed</li> <li>- Half termly parent workshops in person and online evenings</li> </ul>
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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: £ 56,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchasing of programmes and resources to support listening, narrative and vocabulary skills for disadvantaged pupils who have weaker oracy skills</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Coaching of English through AHT as well as Inclusion Lead</p> <p><i>Feedback from observations</i></p> <p><i>Joint book looks to identify gaps and next steps</i></p> <p><i>Effective use of data/marking to ensure rapid progress</i></p>	<p>Improving quality of teaching and learning</p> <p><a href="http://www.gov.uk">Coaching for teaching and learning: a practical guide for schools - GOV.UK (www.gov.uk)</a></p>	2
<p>Dedicated English Lead time to effectively map out English curriculum to allow for depth of year group coverage</p>	<p>Research from English subject review supports this. Focus now needs to be on writing following effectiveness of reading and phonics</p> <p><a href="http://www.gov.uk">Telling the story: the English education subject report - GOV.UK (www.gov.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Leadership and planning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Induction and assessment for all new arrivals to check baseline and deliver intervention</p>	<p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Wider Staff CPD and upskilling in delivering on attendance initiatives including parenting contracts, family support plans</p>	<p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	1
<p>Dedicated leadership time with attendance team to carry out audits, liaise with LA, promote good attendance, work with teachers to make learning irresistible, working with parents of children who are at risk</p>	<p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Leadership and planning   EEF (educationendowmentfoundation.org.uk)</a></p>	1

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching 1:1 and small group, spelling and handwriting	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2
SATs booster – 10x1 hour sessions taken by teachers to boost attainment in Reading and Maths	Really successful previous year in supporting children to feel confident going into sats season <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £ 13,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance data monitored & followed up half termly through parent meetings; embed principles of good practice as set out in DfE's Improving School Attendance advice. Analysis of trends undertaken; engaging with families on a regular basis and following up with family support plans where necessary. Focus on YR attendance to ensure positive start to school life.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.educationendowmentfoundation.org.uk">New: Evaluation of wellbeing programme finds positive impact on...   EEF (educationendowmentfoundation.org.uk)</a>	1
SENDCo undertake Mental Health Lead training. TA ELSA trained in Trauma approach to support children's mental well-being.	Senior Mental Health Lead training grant indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in	3

	<p>children, and greater readiness to learn. Schools which have taken this approach often report improved attendance, attention, behaviour and attainment.</p> <p><a href="http://www.gov.uk">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</a></p>	
Purchasing of programme Hamish and Milo and the assessment package with Bath University	As above	3
<p>Continue to build on breakfast club extending number of places – doubling from 12 – 24 spaces including recruitment and training</p> <p>To ensure all children have access to breakfast. TA to run so there is a familiar face and point of contact prior to the school day beginning.</p>	<p>Improved attendance and improved pupil behaviour.</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF statement: re-publication of the evaluation of school...   EEF (educationendowmentfoundation.org.uk)</a></p>	1

**Total budgeted cost: £**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Phonics Data		
All Pupils	Westover	National
Y1	69%	80%
Y2	90%	
Disadvantaged Pupils	Westover	National
Y1	80%	68%
Y2	1 PP pupil did not pass in total	
Non Disadvantaged Pupils	Westover	National
Y1	67%	83%
Y2	2 pupils did not pass in total	

### Key Stage 1 Data

W – Westover	Reading		Writing		Maths		Combined	
N – National 23	W	N	W	N	W	N	W	N
<b>All</b>	67	71	48	63	63	72	48	59
<b>Disadvantaged</b>	60	58	40	49	40	59	40	44
<b>Non Disadvantaged</b>	68	76	50	68	68	77	50	64

## Key Stage 2 Data

W – Westover	Reading		Writing		Maths		EPGS		Combined	
N - National	W	N	W	N	W	N	W	N	W	N
<b>All</b>	81	74	62	72	81	73	77	72	56	61
<b>Disadvantaged</b>	75	62	55	58	75	59	70	59	45	45
<b>Non Disadvantaged</b>	84	79	66	78	84	79	81	78	63	67

## Attendance

	Attendance			Persistent Absentee		
	Westover 21/22	Westover 22/23	National 22/23	Westover		National 22/23
<b>All</b>	93	93.9	95.7	<b>2022</b>	<b>2023</b>	<b>2024</b>
					20.2	15.8
<b>Disadvantaged</b>	91.3	91.5		34.4	23.3	25
<b>Non Disadvantaged</b>	93.8	94.7		13.2	16.2	12

## Mental Health

Number of children that accessed ELSA - 72

Number of children with regular check ins - 12

Number of MHST referrals external - 5

## 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
CPOMs	Cpoms systems Limited
Maths Mastery	Ark Maths
Little Wandle Phonics	Little Wandle Letters and Sounds
Football coaching	Pompey in the Community

## Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>The children that were in this category were supported with Emotional Literacy and MHST support. Some Family Support Plans were completed and ongoing.</p> <p>There was also reduced cost for wrap around care to enable parents to work</p> <p>Funding towards some trips was allocated on a needs basis</p>
The impact of that spending on service pupil premium eligible pupils
<p>Inclusion Team developed a strong understanding of needs and were then able to direct appropriate resources and interventions.</p> <p>Parents were able to work and make full use of wrap around care.</p> <p>Children took part in enrichment activities after school and this has opened opportunities to take part in competitions against other schools at various venues.</p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*