

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	224
Proportion (%) of pupil premium eligible pupils	19% 42 chn
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	November 25
Date on which it will be reviewed	September 26
Statement authorised by	Colin Flannaghan
Pupil premium lead	Jo Dorricott
Governor / Trustee lead	LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
LAC/PLAC	5260
Service	1750

Part A: Pupil premium strategy plan

Statement of intent

At Westover Primary School we believe that through our values and rules, every child can think and learn; thrive and achieve. 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 regardless of what barriers children and families face.

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>Attendance</p> <p>Overall attendance for disadvantaged pupils has improved significantly, with the persistent absentee rate halved over the past two years (see Part B). However, attendance remains a key priority for pupils whose attendance is below 90%, particularly within disadvantaged cohorts. Barriers include term-time holidays and complex family circumstances, including mental health challenges. Sustained, targeted strategies are required to secure further improvement and ensure attendance is consistently in line with national expectations.</p>
2	<p>Language and writing</p> <p>Key Stage 2 outcomes for 2024–2025 demonstrate strong impact of current strategies: attainment at the expected standard is at least in line with national benchmarks, and higher-level outcomes in reading and mathematics are well above national. Grammar, punctuation, and spelling (GPS) results are the strongest to date, evidencing the effectiveness of focused interventions. Writing remains an area for development to secure consistency and strengthen combined outcomes. Assessment and pupil voice indicate that lack of precision in spoken language continues to affect writing quality, particularly spelling and grammar, across KS1 and KS2. Ongoing refinement of teaching in EYFS and KS1 is essential to embed improvements.</p>
3	<p>Mental Health</p> <p>Demand for mental health support has increased, evidenced by rising internal referrals to the school's child and family support worker and external referrals to MHST. Needs are varied and often complex. Initial interventions have had positive impact, but further work is required to embed provision and ensure sustainability. Priorities include succession planning and capacity building within the wider team to maintain and extend support for pupils and families.</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>2025-2026 Below 15%</p> <p>2026-2027 Below 10%</p>	<p>2025-2026 Scaling and adjusting interventions</p> <ul style="list-style-type: none"> - Increase in positive contact with families through engagement with Child and Family Support Worker, attendance at school to discuss progress of children - Targeted interventions to reach 85% of disadvantaged pupils - Training sessions for Teaching Assistants and Support Staff on supporting good attendance and engagement - Community partnerships developed to provide opportunities for disadvantaged pupils to engage in community events - Decrease in Persistent Absence (Below 15%)

	<p>2026-2027 Sustaining improvements and long term impacts</p> <ul style="list-style-type: none"> - Clear sustainability plan including succession to ensure good attendance is maintained - Targeted interventions to reach 100% of disadvantaged pupils. Ensure staffing is accurate and effective at meeting need - Decrease in Persistent Absence (Below 10%)
<p>Combined results at the end of KS2 to be comparable to all (within 5%).</p> <p>2025-2026 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>2026-2027 writing outcomes at KS2 for all children to be 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>2025-2026 Skill development and application</p> <ul style="list-style-type: none"> - At least 80% of disadvantaged pupils will achieve a good level of oracy skills based on teacher assessment and observations - Writing outcomes matching national - GPS maintaining well above national <p>2026-2027 Mastery and application across the curriculum</p> <ul style="list-style-type: none"> - At least 80% of disadvantaged pupils will demonstrate the ability to integrate oracy and writing skills effectively into foundation subjects - Writing outcomes to be above national by 10% and disadvantaged in line with all.
<p>School has a highly effective mental health strategy with skilled staff to support pupils and their well-being</p>	<p>2025-2026 Expanding support and services</p> <ul style="list-style-type: none"> - Hamish and Milo programme extended to more pupils with aim to reach 90% of those that need it - Upskilling targeted staff with capacity to support Inclusion team – including third member of staff mental health trained - Working alongside external support agencies to promote their presence within school at parents' evenings such as School Nurse, Mental Health and Wellbeing Team - Planning and delivering more parent workshops to raise awareness and upskill <p>2026-2027 Sustainability and long term impact</p> <ul style="list-style-type: none"> - Hamish and Milo programme extended to more pupils with aim to reach 100% of those that need it

	<ul style="list-style-type: none"> - Rolling programme of training staff as Trauma Informed - Half termly parent workshops in person and online evenings
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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: £ 41,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of programmes and resources to support listening, narrative and vocabulary skills for disadvantaged pupils who have weaker oracy skills focus on EYFS	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 Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Dedicated leadership for oracy leads to embed effective practice using Voice 21 focus on EYFS	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21	
Coaching of English through DHT as well as Inclusion Lead <i>Feedback from observations</i>	Improving quality of teaching and learning Coaching for teaching and learning: a practical guide for schools - GOV.UK (www.gov.uk)	2

<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>Dedicated English Lead time to coach and support teachers aligned to are reviewed teaching and learning pedagogy</p>	<p>Research from English subject review supports this. Focus now needs to be on writing following effectiveness of reading and phonics</p> <p>Telling the story: the English education subject report - GOV.UK (www.gov.uk)</p> <p>Leadership and planning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Induction and assessment for all new arrivals to check baseline and deliver intervention</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Wider Staff CPD and upskilling in delivering on attendance initiatives including parenting contracts, family support plans</p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</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</p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Leadership and planning EEF (educationendowmentfoundation.org.uk)</p>	1

children who are at risk		
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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, oracy, spelling and handwriting	Small group tuition EEF (educationendowmentfoundation.org.uk)	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 Small group tuition EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 6,500

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. New: Evaluation of wellbeing programme finds positive impact on... EEF (educationendowmentfoundation.org.uk)	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 children, and greater readiness to learn. Schools which have taken this approach often report improved attendance, attention, behaviour and attainment. Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)	3
Purchasing of programme Hamish and Milo and the assessment package with Bath University	As above	3
Continue to build on breakfast club extending number of places – doubling from 12 – 24 spaces including recruitment and training 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.	Improved attendance and improved pupil behaviour. EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk)	1

Total budgeted cost: £ 63,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics Data

All Pupils	Westover	National
Y1 – total pass	90%	80%
Y2 – retakes	82% (11 chn)	
Disadvantaged Pupils	Westover	National
Y1 – total pass	67% (2/3 chn)	68%
Y2 – total pass	0% (2 chn)	

WPS had fewer than 5 disadvantaged pupils in the year 1 and 2 phonics cohort

Key Stage 1 Data

W – Westover N – National 24, Non dis compared to dis	Reading		Writing		Maths		Combined	
	W	N	W	N	W	N	W	N
		non dis		non dis		non dis		non dis
All 29 chn	79	72	62	64	72	73	59	60
Disadvantaged 6 chn	50	76	50	69	50	77	50	65

Key Stage 2 Data

W – Westover N – National 24, Non dis compared to dis	Reading		Writing		Maths		EPGS		Combined	
	W	N	W	N	W	N	W	N	W	N
All	76	75	69	72	72	74	83	73	66	62
Disadvantaged	82	81	82	78	73	80	91	79	73	69

73% of Westover disadvantaged pupils reached the expected standard in KS2 reading, writing and maths. This was 4 percentage points higher than national not disadvantaged pupils (69%). This gap between the school's disadvantaged pupils and

national not disadvantaged pupils was narrower than the national gap between disadvantaged pupils and not disadvantaged pupils (22 percentage points).

63% of Westover male pupils reached the expected standard in KS2 reading, writing and maths, which was 4 percentage points higher than male pupils nationally (59%). 69% of Westover female pupils reached the expected standard in KS2 reading, writing and maths, which was 4 percentage points higher than female pupils nationally (65%).

Westover disadvantaged pupils had an average KS2 reading scaled score of 109. This was 2 points higher than national not disadvantaged pupils (107). This gap between the school's disadvantaged pupils and national not disadvantaged pupils was narrower than the national gap between disadvantaged pupils and not disadvantaged pupils (4 points).

Westover disadvantaged pupils had an average KS2 maths scaled score of 108. This was 2 points higher than national not disadvantaged pupils (106). This gap between the school's disadvantaged pupils and national not disadvantaged pupils was narrower than the national gap between disadvantaged pupils and not disadvantaged pupils (4 points).

Attendance

	Attendance				Persistent absence			
	2022-2023	2023-2024	2024-2025	National 2024	2022-2023	2023-2024	2024-2025	National 2024
All	93.3	95.1	95.6	94.8	20.2	12.1	6.6	13.5
Disadvantaged	91.5	93.3	94.4	89.4	34.4	22.4	17.6	33.0
Non disadvantaged	93.8	95.5	98.9	94.6	13.2	7.5	0	13.4

Mental Health

Number of children that accessed ELSA – Total 72 PP 21

Number of children with regular check ins – Total 23 PP 5

Number of MHST referrals external - Total 2 PP 0

MHST Consultations – Total 4 PP 2

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.