

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	£5,260
Service	£1,750

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 demonstrated by our school values superheroes '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>Attendance for disadvantaged pupils has improved markedly, with the proportion of persistent absentees reducing by 5.3% over the past two years (see Part B for detailed data). Despite this positive trajectory, attendance remains a priority for pupils whose attendance is below 90%, particularly within disadvantaged groups. Key barriers include term-time holidays and increasingly complex family circumstances, including challenges linked to mental health. To secure sustained improvement, continued targeted intervention, personalised support, and strengthened partnership work with families are required to ensure attendance moves closer to, and consistently meets or exceeds, national expectations.</p>
2	<p>Language and writing</p> <p>Key Stage 2 outcomes for 2024–2025 indicate the strong impact of current teaching and learning strategies. Attainment at the expected standard is securely in line with national benchmarks, while higher-level outcomes in reading and mathematics are significantly above national figures. Grammar, punctuation and spelling (GPS) outcomes represent the school’s strongest results to date, demonstrating the effectiveness of targeted interventions and improved instructional approaches.</p> <p>Writing continues to be an area for development in order to strengthen consistency across cohorts and secure improved combined outcomes. Analysis shows that, although spelling has improved, it remains a key focus alongside composition and authorial effect. Further improvement is needed to increase the proportion of pupils achieving the higher standard, supported through enhanced staff CPD, strengthened modelling of high-quality writing, and continued coaching across phases.</p> <p>In the lower year groups, the school is developing its approach to Oracy to improve the quality of spoken language. This work is designed to have a direct and positive impact on pupils’ spelling, vocabulary acquisition, and sentence construction, thereby strengthening the foundations for writing as pupils progress through the school.</p>
3	<p>Mental Health</p> <p>Demand for mental health support continues to rise, reflected in increased internal referrals to the school’s Child and Family Support Worker and a growing number of external referrals to the Mental Health Support Team (MHST). The profile of need is increasingly varied and often complex, with many pupils and families requiring sustained support.</p> <p>Early interventions are demonstrating positive impact, particularly through personalised family support plans, ND profiles and the successful implementation of the Hamish and Milo programme, which is strengthening children’s emotional literacy and resilience. However, to ensure provision is robust, sustainable, and consistently embedded across the school, further development is required.</p> <p>Key priorities include succession planning and capacity-building within the wider pastoral and teaching teams, ensuring that expertise is not limited to a small number of staff. Strengthening whole-school approaches to early identification, maintaining strong partnerships with external services, and enhancing staff confidence in supporting pupils’ emotional wellbeing will be essential in securing long-term improvements 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"> - Increased high-quality engagement with families, facilitated through the Child and Family Support Worker and regular school-based meetings to review progress and address barriers to attendance. - Targeted support, signposting and open dialogue in place for all disadvantaged pupils with attendance below 93%, ensuring timely intervention and monitoring. - Attendance-focused training delivered to Teaching Assistants and Support Staff, improving confidence and consistency in supporting pupils' attendance and engagement. - Strengthened community partnerships providing wider opportunities for disadvantaged pupils to participate in community events, enriching experiences and improving motivation to attend school. <p>2026-2027 Sustaining improvements and long term impacts</p> <ul style="list-style-type: none"> - A clear sustainability and succession plan in place to maintain improvements in attendance practice and ensure long-term capacity across the pastoral and attendance teams. - Targeted, proactive attendance interventions reaching 100% of disadvantaged pupils, with staffing deployed effectively to meet the complexity and scale of need.
<p>Combined results at the end of KS2 to be above national for PP children by at least 5%</p> <p>2025-2026</p> <p>Writing outcomes improved leading to combined outcomes (RWM) at least in line with national for higher level for PP children</p>	<p>2025-2026 Skill development and application</p> <ul style="list-style-type: none"> - Spelling accuracy improves in assessed writing, with a visible reduction in teacher-identified high-frequency and rule-based errors. - Writing assessment shows improved use of vocabulary, structure and authorial intent for disadvantaged pupils. - Work scrutiny evidences consistent use of editing and redrafting to improve writing quality. - Observations show disadvantaged pupils participating confidently in structured talk activities. - Writing shows clear improvement linked to oracy work—e.g., stronger sentence fluency, better vocabulary choices, clearer explanations.

<p>2026-2027 Writing outcomes improved leading to combined outcomes (RWM) to be at least 5% higher than national for PP children</p>	<ul style="list-style-type: none"> - Teachers modelled writing demonstrated higher level standard. <p>2026-2027 Mastery and application across the curriculum</p> <p>Pupils (PP) apply subject-specific vocabulary accurately and independently in written work across all foundation subjects.</p> <ul style="list-style-type: none"> - Work scrutinies show pupils using vocabulary that is precise, subject-appropriate, and correctly applied in context. - Vocabulary progression documents show clear impact in books (e.g., in science, geography, history). - Pupils independently produce coherent explanations, narratives, and arguments appropriate to each subject. - Teachers model high quality writing across the curriculum
<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 reach at least 90% of pupils identified as needing emotional well-being interventions, with clear systems for identifying and tracking impact. - Targeted staff upskilled to increase capacity within the Inclusion Team, including a third member of staff completing accredited mental health training, ensuring wider distribution of expertise. - Enhanced partnership work with external agencies, including School Nurse services and the Mental Health and Wellbeing Team, with a visible presence at parent events (e.g., parents' evenings, SEND coffee mornings). - Increased parent engagement through a programme of workshops aimed at raising awareness of mental health, supporting early identification, and equipping families with strategies to support their children. <p>2026-2027 Sustainability and long term impact</p> <ul style="list-style-type: none"> - Hamish and Milo programme embedded, expanding to reach 100% of pupils identified as needing structured emotional support. - Rolling Trauma-Informed Practice training for all staff, ensuring the school maintains a consistent approach to behaviour, relationships, and emotional regulation across all phases.

	<ul style="list-style-type: none"> - Half-termly parent workshops, delivered both in-person and online, increasing accessibility and sustaining strong home-school partnerships focused on mental health and resilience. - Succession planning in place, ensuring mental health support remains high quality and sustainable even with staff changes (linked to previous PP actions).
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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
Dedicated leadership time of EYFS lead to develop oracy to new and existing staff ensuring everyone is well versed in high quality interactions and that interventions are timely and impactful	<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>Ensuring adults are having high quality conversations with pupils to secure speaking in sentences and widening vocabulary</p> <p>High-quality interactions EEF</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p>	2
Staffing to carry out phonic intervention groups. Early reading lead to have dedicated time to analyse data.	Phonics EEF	2

<p>Coaching of English through DHT as well as Inclusion Lead</p> <p><i>Feedback from observations</i></p> <p><i>And 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>Coaching for teaching and learning: a practical guide for schools - GOV.UK (www.gov.uk)</p> <p>The writing framework</p>	2
<p>Dedicated English Lead and Inclusion Lead time to carry out effective CPD for staff including coaching and mentoring where necessary</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>The writing framework</p> <p>Five a day: supporting high-quality teaching for pupils with... EEF</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,</p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Leadership and planning EEF (educationendowmentfoundation.org.uk)</p>	1

working with parents of 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, reading, spelling and handwriting Writing groups – composition and effect – editing by HLTA/SLT	Small group tuition EEF (educationendowmentfoundation.org.uk)	2
SATs booster – 10x1 hour sessions/blocks 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.	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

Focus on YR attendance to ensure positive start to school life.		
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

Attendance								
	Attendance				Persistent absence			
	2022-2023	2023-2024	2024-2025	National 2024	2022-2023	2023-2024	2024-2025	National 2024
All	93.7	95.0	95.6	94.9	15.8	12.1	7.8	14.3
Disadvantaged	91.5	93.0	94.4	92.6	26.2	23.6	20.9	24.4
Non disadvantaged	93.8	95.5	98.9	94.6	13.2	7.5	0	13.4

Attendance has increased year on year since 2022 for all children and for disadvantaged as a group. Persistent absence has reduced by over 5%. This is a direct result of policies, routines being embedded and the development of a child and family support worker. There is a greater sense of belonging and pupils are benefitting from a steady and consistent school day/structure. Pastoral support has worked very well and has freed up leaders time as improvements are being made at this level reducing the need for formal meetings.

EYFS oracy

Communication and language within EYFS is strong and data shows vast majority meet the early learning goals within Listening Attention and Understanding and Speaking. High quality modelled speaking and listening has impacted well and there is a constant drive to ensure all adults interact week and develop vocabulary and grammar. 2025 data shows 93.3% of pupils met the early learning Goal. 4 children in the cohort are disadvantaged and they all met the two ELGs.

Phonics Data

All Pupils	Westover	National
Y1 – total pass	90%	80%
Y2 – retakes	82% (9/11 chn)	

Disadvantaged Pupils	Westover	National
Y1 – total pass	67% (2/3 chn)	68%
Y2 – total pass	0% (0/2 chn)	

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

Low numbers of pupil premium pupils with KS1 meaning they are not a significant group. Those disadvantaged pupils that did not meet the screen in year 1 show good improvement of scores by end of year 2. This is due to fidelity to the scheme and short targeted catch up interventions run by skilled support staff.

Key Stage 2 Data EXS

W – Westover N – National 24, Non dis compared to dis. Nat 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 63	82	78 59	73	80 61	91	79 60	73	69 47

Key Stage 2 Data GDS

W – Westover N – National 24, Non dis compared to dis Nat dis	Reading		Writing		Maths		EPGS		Combined	
	W	N	W	N	W	N	W	N	W	N
All	37.9	33	3.4	13	37.9	26	44.8	30	3.4	8
Disadvantaged	45.5	39 21	9.1	16 7	45.5	32 15	54.5	35 19	9.1	11 4

EPGS scores have increased due to greater focus on spelling and grammar in specific taught sessions to enable teachers to close gaps. This has led to disadvantaged pupils becoming stronger at writing overall.

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).

In January 2026 the school received a congratulatory letter from the Secretary of State for Education on the outcomes for disadvantaged pupils saying they were among the best nationally.

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

Parents are very grateful for the service we provide around mental health and well-being. Children will more openly talk about their worries and seek support from trusted adults.

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.