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	217
Proportion (%) of pupil premium eligible pupils	15%
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	September 26
Date on which it will be reviewed	September 27
Statement authorised by	Colin Flannagan
Pupil premium lead	Jo Dorricott
Governor / Trustee lead	LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,100
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
LAC/PLAC	£5,380
Service	£1,800

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 wat 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	**Attendance** Attendance for disadvantaged pupils has improved markedly, with the proportion of persistent absentees reducing by 5% 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.
2	**Language and writing** Key Stage 2 outcomes for 2025–2026 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. 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. 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.
3	**Mental Health** 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. 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. 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.

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
To reduce persistent absence rates of disadvantaged pupils **2026-2027** Below 15%	**2026-2027 Sustaining improvements and long term impacts** - 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.
2026-2027 Writing outcomes improved leading to combined outcomes (RWM) to be at least 5% higher than national for PP children	**2026-2027 Mastery and application across the curriculum** Pupils (PP) apply subject-specific vocabulary accurately and independently in written work across all foundation subjects. - 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
School has a highly effective mental health strategy with skilled staff to support pupils and their well-being	**2026-2027 Sustainability and long term impact** - 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. - 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).

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: £

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	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 Ensuring adults are having high quality conversations with pupils to secure speaking in sentences and widening vocabulary High-quality interactions | EEF Oral language interventions | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21	2
Staffing to carry out phonic intervention groups. Early reading lead to have dedicated time to analyse data.	Phonics | EEF	2
Coaching of English through DHT as well as Inclusion Lead	Improving quality of teaching and learning Coaching for teaching and learning: a practical guide for schools - GOV.UK (www.gov.uk)	2

Feedback from observations *And book looks to identify gaps and next steps* *Effective use of data/marking to ensure rapid progress*	The writing framework	
Dedicated English Lead and Inclusion Lead time to carry out effective CPD for staff including coaching and mentoring where necessary	Research from English subject review supports this. Focus now needs to be on writing following effectiveness of reading and phonics Telling the story: the English education subject report - GOV.UK (www.gov.uk) Leadership and planning | EEF (educationendowmentfoundation.org.uk) The writing framework Five a day: supporting high-quality teaching for pupils with… | EEF	2
Wider Staff CPD and upskilling in delivering on attendance initiatives including parenting contracts, family support plans	Working together to improve school attendance - GOV.UK (www.gov.uk)	1
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	Working together to improve school attendance - GOV.UK (www.gov.uk) Leadership and planning | EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £

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: £

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	Senior Mental Health Lead training grant indicates that taking a coordinated and evidence-informed approach to mental	3

approach to support children's mental well-being.	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)	
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: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

	Attendance					Persistent absence				
	2022-2023	2023-2024	2024-2025	2025-2026	National 2025	2022-2023	2023-2024	2024-2025	2025-2026	National 2025
All	93.7	95.0	95.6	95.3		15.8	12.1	7.8	8.2	
Disadvantaged	91.5	93.0	94.4	94.2		26.2	23.6	20.9	20.4	
Non disadvantaged	93.8	95.5	98.9	95.5		13.2	7.5	0	5.1	

Attendance has increased year on year since 2022 for all children and for disadvantaged as a group. Persistent absence has reduced by over 5.8%. 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 model high quality interactions and develop vocabulary and grammar. 2025 and 2026 data shows 93.3% of all pupils met the early learning Goal. 100% of pupil premium children in 2025 (4 pupils) and 2026 (5 pupils)met the two ELGs.

Phonics Data

All Pupils	Westover	Portsmouth LA	National
Y1 – total pass	90%	79%	82%
Y2 – retakes	100%	49.2%	52.7%

Disadvantaged Pupils	Westover	Portsmouth LA	National
Y1 – total pass	100%	66%	68%
Y2 – total pass	100%	45.2%	46.4%

Leadership of Early Reading is strong. Staff are trained and monitored when they join the school to ensure high quality phonics teaching is embedded.

Key Stage 2 Data EXS 2026

W – Westover N – National 26, Non dis compared to dis. Nat dis	**Reading**		**Writing**		**Maths**		**EPGS**		**Combined**	
	W	**N**	**W**	**N**	**W**	**N**	**W**	**N**	**W**	**N**
All	80	75	80	73	100	75	92	74	72	63
Disadvantaged	75	81 63	63	79 60	100	82 62	63	80 61	50	70 4

Key Stage 2 Data GDS 2026

W – Westover N – National 26, Non dis compared to dis Nat dis	**Reading**		**Writing**		**Maths**		**EPGS**		**Combined**	
	W	**N**	**W**	**N**	**W**	**N**	**W**	**N**	**W**	**N**
All	32	31	12	13	28	27	40	30	12.5	9
Disadvantaged	25	37 19.4	13	16 7	25	33 15	38	36 19	13	11 3.6

EPGS scores have increased due to greater focus on spelling and grammar in specific taught sessions to enable teachers to close gaps. Embedded work on flashbacks and dictated sentences provide children with opportunities for retrieval practice. This has led to disadvantaged pupils becoming stronger at writing overall.

Mental Health

Number of children that accessed ELSA – Total 93 PP 23

Number of children with regular check ins – Total 19 PP 7

Number of MHST referrals external - Total 5 PP 1

MHST Consultations – Total 14 PP 5

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

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The children that were in this category were supported with Emotional Literacy and MHST support. Some Family Support Plans were completed and ongoing. Funding towards some trips was allocated on a needs basis Some use made of Hamwic foundation to meet home needs e.g beds, safety devices
The impact of that spending on service pupil premium eligible pupils
Inclusion Team developed a strong understanding of needs and were then able to direct appropriate resources and interventions. Children took part in enrichment activities after school and this has opened opportunities to take part in competitions against other schools at various venues. Basic needs met within the home – positive impact on well being

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.