

3 Year Pupil Premium Strategy Statement

2024/25 - 2026/27

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 effect that last year's spending of pupil premium had within our school.

School overview (at 20th October 2025)

Detail	Data
School name	Westcliffe Primary School
Number of pupils in school	303 (plus 20 in nursery)
Percentage of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date last reviewed	October 2025
Date on which it will be next reviewed	October 2026
Statement authorised by	Robert Prestwood
Pupil premium lead	Robert Prestwood
Governor lead	TBC (in autumn term FGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£253,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2025-26)	£253,270

Part A: Pupil premium strategy plan

Statement of intent

At Westcliffe Primary School, we strive towards ensuring that all children achieve and reach their full potential. We expect our pupil premium children to perform at least in-line with non-pupil premium children and we provide the same opportunities for every child. We provide children with opportunities to become well-rounded individuals who are well prepared for their life journey.

Our school vision is to instil a love of learning and equip all our children with the skills they need in later life through a rich curriculum full of first-hand experiences.

Our pupil premium strategy focuses on the whole child and ensures that the basic needs of children are met and focuses on raising the self-esteem and aspirations of all. We ensure that all children feel safe and part of our school family. We are proud of our excellent pastoral team who provide vital support for our children and their families. When these basic needs are met, children are able to focus better in the classroom and are willing to try more challenging learning activities. Our strategy aims to ensure all disadvantaged children achieve at least in-line with non-disadvantaged children within our school.

Common barriers to learning for the disadvantaged children at Westcliffe Primary School can be: less support from home, low aspirations, weak language and communication skills, challenging behaviours and other SEMH needs and a lack of access to enrichment opportunities.

High quality teaching is the key to our strategy statement. We believe that all children should have access to an engaging and varied curriculum. Strategies that have been put in place will ensure that pupil premium children achieve at least in-line with non-pupil premium children and the difference between attainment will be diminished by the time children leave our school. Interventions are only used where necessary to support quality first teaching in the first instant.

Challenges

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

Challenge number	Detail of challenge
1	<u>Phonics/ reading attainment</u> Assessments have shown that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	<u>Attendance</u> Our records confirm that those children with the highest percentage of persistence absences are those who come from disadvantaged families. This level of attendance is negatively impacting disadvantaged children's attainment, well-being and academic progress.
3	<u>Social Emotional Mental Health</u> High number of pupils identified with limited emotional resilience and low self-esteem which impacts on ability to rise to the challenge of more stretching academic activities.
4	<u>Enrichment Opportunities</u> Local area deprivation presents a lack of opportunities for disadvantaged children to participate in a variety of life experiences. This contributes to low expectations and aspirations regarding future career opportunities for these children.

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
Improved reading attainment and progress among disadvantaged children	End of KS2 reading outcomes in 2026/27 will show that the gap between attainment of our disadvantaged children and non-disadvantaged children has significantly reduced or closed. Furthermore, this attainment and the percentage gap is at least in-line with national standards.

Improved attainment in phonics for disadvantaged children	Y1 Phonics screening outcomes in 2026/27 will show that the percentage of disadvantaged pupils who meet the expected standard is in-line with the national average.
Improved attendance for all, particularly our disadvantaged children	Sustained high attendance from 2026/27 will be demonstrated by: • The overall absence rate for all children will be in-line with the national average • The attendance gap between disadvantaged children and non-disadvantaged children will be in line with national average • The percentage of all children who are persistently absent will be in line with the national average
To achieve and sustain improved well-being for all children, as well as increased levels of emotional resilience and self-belief for disadvantaged children	All children will have a good level of wellbeing, self-belief and be emotionally resilient. This will be demonstrated by: • A significant reduction in the number of suspensions for disadvantaged children • A reduction in the number of disadvantaged children requiring additional support for behaviour or emotional needs • Monitoring identifies an increased engagement in learning tasks, enrichment activities, particularly among disadvantaged children
There will be an improved understanding and knowledge of the wider world through real-life, first-hand experiences	All children will benefit from a curriculum full of engaging, first-hand experiences such as: varied selection of extra-curricular clubs, visits, visitors, and enrichment days. This will support instilling a love of learning, equipping all children with the skills they need in later life.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Skilled leaders to oversee outcomes for disadvantaged children and to support teachers by providing high-quality feedback after monitoring.	The report 'Successful School Leadership' EDT states that, 'School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mind-set and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. Furthermore, the EEF Teaching and Learning Toolkit highlights effective feedback as a high impact, low cost strategy to raise attainment for disadvantaged children (+8 months) https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/ce/ce5195c9-e647-4efc-b43b-f6ddd0bacca4.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
Effective CPD for all staff, delivered by school staff and external providers (e.g. RWI portal) to improve subject knowledge and the quality of the teaching and learning of phonics.	Teaching reading using a phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children (although not necessarily comprehension) High-quality staff CPD delivered to both teachers and teaching assistants improves the impact it will have upon children's learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Develop effective approaches to support parental engagement, in particular how to support learning at home.	The EEF states that parental engagement can have a positive impact upon a child's development (+4 mths). Approaches need to be carefully considered to ensure they meet the needs of all children and not potentially further widen any attainment gap https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into the curriculum and classroom practice.	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 classroom support and bespoke interventions delivered by dedicated staff (1:1 or small group) to support children's emotional wellbeing and development of strategies for self-regulation.	One to one tuition is very effective at improving pupil outcomes and an effective strategy for providing targeted support for pupils that have a need in a specific area. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition	1, 3
Engaging with the School-Led Funding to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Daily targeted 1:1 interventions covering phonics and maths	1:1 tuition is effective at improving outcomes and providing targeted support for children with a specific area of need https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Regular booster intervention groups to address gaps identified in maths or reading delivered weekly by teachers. These are reviewed termly. A proportion of these children will be disadvantaged.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising educational visits and workshops to ensure all children can access real-life opportunities they may not have otherwise been able to. Further funding to ensure all children have access to school uniform and PE kits.	As a school and part of the Poverty Proofing Agenda, we want to make sure all children are able to access a wide range of experience and opportunities and not feel excluded due to financial circumstances	4
A subsidised breakfast, targeted for disadvantaged children	EEF research states that, 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.' Children attending breakfast clubs will be able to focus on their learning if their basic needs are met (Maslow's Hierarchy of Needs) https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	2, 3, 4
Continue to employ an Inclusion Manager and dedicated other staff to provide activities relating to pastoral care so that targeted children feel supported, valued and that social skills are developed	Research shows that positive attention boosts self-esteem, having a good impact upon their ability to learn. The EEF Teaching and Learning Toolkit provides evidence that social and emotional learning improves learning by 4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 3
Embedding the principles of good practice set out in the DfE's Improving School Attendance advice	The DfE guidance has been informed by the engagement of schools that have significantly reduced their levels of absence, including persistent absences. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2

Total budgeted cost: (est) £270,000

Part B: Review of the previous academic year (2024/25)

Outcomes for disadvantaged pupils (as at September 2025)

Intended outcome 1

Improved reading attainment and progress among disadvantaged children

Success criteria

End of KS2 reading outcomes in 2026/27 will show that the gap between attainment of our disadvantaged children and non-disadvantaged children has significantly reduced or closed. Furthermore, this attainment and the percentage gap is at least in-line with national standards.

2024/25 End of KS2 reading outcomes:

In school, 71% (22/31 children) of our disadvantaged children met the EXS in reading. Locally, the figure was 53.6% and nationally, the figure was 62.7%.

In school, there was a gap of only 9% between our disadvantaged and non disadvantaged children's attainment in reading at the end of KS2. This is a small increase of 2% on the previous year but follows a continuing trend of closing the gap. There is no national data for non-disadvantaged children to be able to compare performance at this present time (October 2025).

Intended outcome 2

Improved attainment in phonics for disadvantaged children

Success criteria

Y1 Phonics screening outcomes in 2026/27 will show that the percentage of disadvantaged pupils who meet the expected standard is in-line with the national average.

2024/25 Y1 phonics outcomes:

62% of disadvantaged children passed the Y1 PSC (school). Locally, the figure was 64.8% and nationally the figure was 66.7%. This difference is equivalent to 1 child.

The overall percentage of disadvantaged children who passed the phonics screening check at the end of Y1 decreased from 69% in June 2024 to 62% in June 2025. However, in this cohort were 2 disadvantaged children who both have an EHCP (one for visual impairment and hearing impairment) who did not pass the phonics check.

Intended outcome 3

Improved attendance for all, particularly our disadvantaged children. Sustained high attendance from 2026/27 will be demonstrated by:

Success criteria

- i) The overall absence rate for all children will be in-line with the national average*
- ii) The absence gap between disadvantaged children and non-disadvantaged children will be in line with national average*
- iii) The percentage of all children who are persistently absent will be in line with the national average*

2024/25 attendance outcomes:

- i) Overall absence rate is in-line with national. 6.0% (school), 5.5% (national) – a difference of only -0.5%*
- ii) Absence for disadvantaged children (school) was 6.5% and absence for disadvantaged children (national) was 7.9%. A positive difference of +1.4%*
- iii) Overall persistent absence last year was 17.2% (school), compared to 15% (national). However, persistent absence for disadvantaged children in school was 20% and this is significantly better than national which was 26.6%.*

Intended outcome 4

To achieve and sustain improved well-being for all children, as well as increased levels of emotional resilience and self-belief for disadvantaged children

Success criteria

From 2024/25, all children will have high levels of wellbeing, self-belief and be emotionally resilient. This will be demonstrated by:

- i) A significant reduction in the number of behaviour incidents for disadvantaged children*
- ii) A reduction in the number of disadvantaged children requiring additional support for behaviour or emotional needs*
- iii) Monitoring identifies an increased engagement in learning tasks, enrichment activities, particularly among disadvantaged children*

2024/25 outcomes:

- i) There was 1 suspension during this academic year (2 days). This was for a disadvantaged pupil. There was a significant reduction in suspensions from the*

previous two years (2022/23 – 8 and 2023/24 – 8).

- ii) Creative Therapy continued to support for 3 Looked After Children (3). The counsellor provided emotional support for up to 8 children in our school each week.*
- iii) Disadvantaged children now make up 55% of our school roll. This is an increase of 1% from the previous year. At least half of the places in after-school clubs are taken up by our disadvantaged children. We subsidise 50% of all paid extra-curricular activities and also music tuition. 32% of the places at our music tuition are taken up by disadvantaged children. However, none of these children had previously enjoyed music tuition prior to the costs being subsidised. We subsidise many enrichments trips and transport costs, including: the Christmas pantomime, Pupil of the Week Reward trips.*

Intended outcome 5

There will be an improved understanding and knowledge of the wider world through real-life, first-hand experiences

Success criteria

All children will benefit from a curriculum full of engaging, first-hand experiences such as varied selection of extra-curricular clubs, visits, visitors, and enrichment days. This will support instilling a love of learning, equipping all children with the skills they need in later life.

2024/25 outcomes:

Disadvantaged children now make up 55% of our school roll. This is an increase of 1% from the previous year. At least half of the places in after-school clubs are taken up by our disadvantaged children. We subsidise 50% of all paid extra-curricular activities and also music tuition. 32% of the places at our music tuition are taken up by disadvantaged children. However, none of these children had previously enjoyed music tuition prior to the costs being subsidised. We subsidise many enrichments trips and transport costs, including: the Christmas pantomime, Pupil of the Week Reward trips.