

Pupil premium strategy statement – Westcourt Primary and Nursery School

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	276
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026
Date this statement was published	30/10/2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Vivienne Hart
Governor / Trustee lead	Andrew Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,995
Pupil premium funding carried forward from previous year (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£216,995

Part A: Pupil premium strategy plan

Statement of intent

Westcourt Primary and Nursery School want to ensure that children are confident, aspirational citizens with a passion for learning and the skills to succeed. We believe that all children can achieve from their starting point, developing the skills and knowledge they need to thrive. Children in receipt of Pupil Premium face barriers beyond academic skills and through support we aim to reduce the impact of these challenges.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by PP/disadvantaged children.
2	Gaps and misconceptions in learning and find it difficult to recall/retain previous knowledge
3	Pupils and their families have social and emotional difficulties including medical and mental health issues.
4	Pupils have limited experiences beyond their home life and immediate community.
5	Low attendance and persistent absenteeism of PP/disadvantaged children.
6	High rates of mobility
7	Increasing rate of severe SEND needs, complicated by multiple diagnoses for individual children
8	Lack of parental engagement

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
Pupils maintain the standard of attainment they achieved at the end of the previous year/key stage. Those identified as having	End of Summer data 2025/26 will show that all children have made at least expected progress

fallen behind, make accelerated progress to exceed their prior attainment.	• End of Summer data 2025/26 will show that 65% of children will have made accelerated progress
Pupils and families who have identified emotional, social or health needs are well supported by the school in order to overcome these barriers.	• Welfare team identify and support families/children and work to alleviate barriers to learning • Identified children are given additional support through lunchtime club, 1:1 sessions and SHS support • Inclusion manager to liaise with parents around health barriers and direct to appropriate services • 1:1 mentoring for key children through the Early Intervention Programme • Mentor service through Changing Lives For Good
Pupils have a breadth of experience which allows them to contextualise their learning. Links within learning are explicit, with many opportunities for the wider curriculum catered for.	• Power of Reading will provide children with exciting and varied book-based learning, adaptable to the needs of the children • Staff will plan at minimum 1 visit out of school and 1 enhanced learning experience within school during the year • Whole school events such as theatre productions, music workshops etc., add further opportunities for the children to broaden their knowledge and understanding • Range of after school clubs available to children to allow them to widen their experiences • Residential trips for year groups • Sporting festivals and activities run during school time
85% of disadvantaged pupils will meet national expectations for attendance/persistent absence.	• 85% will match the national expectations (96%+) • Monitoring of attendance by HT and attendance team will bring about increase in PP attendance and a decrease in persistent absence • Continued implementation of Inclusive Attendance (working towards gold medal). We were one of the first school in the country to achieve silver medal status

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: £ 59,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sir Link-a-lot</i>	Spelling programme to support retention and achievement in spelling. Proven to work with children that have SEND needs and are low attainers	1,2,8
<i>Revised Maths Curriculum (Power of Maths)</i>	The DFE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of mathematics, drawing on evidence-based approaches.	1,2
<i>Teacher training around assessment, moderation and using this information to plan more effectively to fill gaps and plan for interventions</i>	The attainment gap between disadvantaged primary school pupils and their classmates has grown by about a month over the course of the pandemic.	1,2,5,6,7
<i>Re-organisation of distribution and structure of use of TA's to better support disadvantaged children</i>	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Interventions reviewed regularly and children, as and when needed, are moved into and out of groups. On average, individualised instruction approaches have an impact of 4 months' additional progress. (EEF)	1,2,7
<i>Re-design of the School curriculum to ensure skills progression, opportunities to re-visit learning and the introduction of 'The Key Three' to aid retention</i>	It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are	1,2,5,6,7

	fundamental to learning and are the 'bread and butter' of effective teaching	
<i>Voice 21</i>	Voice 21 equips educators with the oracy expertise to transform their children's learning and life chances through talk. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.	1,2,4,5,6,7

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

Budgeted cost: £ 55,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Mentoring through Early Intervention programme to support the most vulnerable children</i>	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. (EEF)	1, 2 ,3,4
<i>Beanstalk Readers (x4) and 1 volunteer Reader</i>	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than	1,2,8

	the global average, and UK studies show lower impact for all pupils. Reading comprehensions strategies involve the teaching of explicit approaches and techniques; however, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF)	
<i>Speech and Language support (SALT)</i>	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	1,2,7
<i>Disadvantaged reading pupils – 1:1 sessions</i>	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (EEF) Supporting those children who do not have the opportunity to read aloud at home, increasing their fluency and oracy with books tailored to their needs. Due to success of previous years, this is now targeting children in Years 4, 5 and 6. Adaptations are being made for individual children as staff have	1,2,7,8

	identified the best ways to support individual children.	
<i>EMAS (translation support)</i>	As so many children and their parents arrive to the UK with very little or no English, EMAS allows the school to communicate and give information in their home language School communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. (EEF)	3,7,8
<i>ISSK (EAL support service)</i>	Member of the team is coming in to deliver training sessions across the school year, focusing on how to support EAL children in the classroom as there are many more children arriving to the school with no English	3,7,8
<i>CLPE</i>	Website which allows access to lots of English resources linked to the power of Reading. Allows access to extra support and resources needed to support children in their writing.	1,2,4,7

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

Budgeted cost: £ 101,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent Workshops with children</i>	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF)	3,4,7,8
<i>Creative Days (Theatre workshops, music workshops, singing events etc)</i>	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be	3,4

	delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (EEF) These sessions are run from Nursery to Year 6, ensuring that all children have an opportunity to access a range of creative activities.	
<i>After School Clubs</i>	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. (EEF)	4,5
<i>Residential Trips</i>	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	4
<i>Trips out (sporting, linked to curriculum)</i>		4
<i>Inclusive Attendance (whole school training around improving attendance)</i>	Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.	1,2,5
<i>School Home Support (SHS)</i>		3,5,8
<i>Themed Days (History, PSHE, RE etc)</i>	World War 2, Dreams and ambitions, World Book Day, Children in Need, Attendance	3,4
<i>Weekly Welfare team meeting</i>	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with	3,5,6,7,8

	peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
<i>Zones of regulation being used within the school</i>	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future (EEF)	1,3,5,7
<i>Embedding principles of good practice set out in DFE's Improving school attendance advice</i>	The DFE advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absenteeism.	5,6,8
<i>Implementation of HAF (Holidays and activities food programme) summer club at Christmas, Easter and Summer. Free to Pupil Premium children</i>	To improve the nutrition of children who are eligible for benefits-related free school meals, in the holidays. To increase healthy behaviours (e.g., participation in physical and enriching activities) amongst eligible children during the holidays. To improve school readiness (including behaviour, confidence, and socialisation) amongst children who are eligible for benefits-related FSM. To improve parents' confidence and behaviour around purchasing and preparing healthy meals on a sustainable basis.	3,4,7
<i>Breakfast Club</i>		

Total budgeted cost: £ 120,522.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Productions for Christmas and as part of our English week were provided for the children along with a residential for Year 6 and trips were organised for all year groups. This ensured that children had some experiences outside of the school setting and, where the trips were related to their learning, helped with their retention and understanding.

The HAF club has continued with great success. It is now being hosted at our school.

The Welfare team continued to support families and children during the year, ensuring that all children had access to the support that was available to families who were struggling, be that emotionally or by receiving things such as school uniform or Christmas Hampers. Lots of activities run by SHS, inviting parents in to attend workshops with their children, to create things to take home and share. They continue to provide expertise and support for parents who are struggling, including making links with external agencies (such as We are Beams, Iask, NELFT and Early help).

Year 6 Data

Total no of children at end of year - 59

Year joined	Number of children
Reception	42
Year 1	3
Year 2	3
Year 3	5
Year 4	3
Year 5	1
Year 6	2

3 Children have EHCP's and therefore were not able to access the SAT's. Also, one child was on holiday over the SAT's week and therefore did not take any of the tests

There were 29 PP children in the Year group- 49%

SAT's results – Top figure EXS. Bottom figure GDS

	Reading	Writing	SPAG	Maths	Combined
Whole cohort (59)	64%	56%	56%	51%	47%
	39%	5%	37%	22%	3%
Pupil Premium	52%	41%	34%	40%	34%
	24%	0%	14%	10%	0%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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