

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium. 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

Detail	Data
School name	Westminster Community Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	43% (67 pupils) Money in 2025-2026 52% (80 pupils) Money due 2026-2027
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	31 st December
Date on which it will be reviewed	30 th September 2025
Statement authorised by	Emma Dunn (Head Teacher)
Pupil premium lead	Emma Dunn
Governor / Trustee lead	Sue Mayers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,505
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£101,505

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, as well as having their social, emotional and mental health needs well met. Children will have good attendance and access to extra-curricular activities including trips.

We will consider the challenges faced by vulnerable pupils, such as those who require support from outside agencies and young carers. The activities we have outlined in this statement are intended to support pupil needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions indicate disadvantaged pupils have lower Speech and Language skills compared to other pupils on entry to EYFS. These underdeveloped language skills and vocabulary gaps are evident from EYFS through to KS2 and in general are more prevalent among our disadvantaged pupils. The vast majority of pupils do not show that child development 0-5 is met on entry and baseline data demonstrates a high proportion of pupils are entering at 0-3 years which is well below where they should be.
2	Historically disadvantaged children make less progress and are vulnerable to not meet age related expectation. Internal and external data suggest that disadvantaged pupils are vulnerable to make less progress in comparison to their non-disadvantaged peers and are also vulnerable to not reaching age-related expectation in comparison with their non-disadvantaged peers nationally.
3	Assessments, observations and discussions show that a high proportion of our disadvantaged pupils are also affected by their Special Educational Needs or Disabilities.
4	Our attendance tracking shows that the vast majority of pupils with attendance rates below 90% are disadvantaged and 100% of our persistent absentees are disadvantaged. The vast majority of pupils with U codes are disadvantaged.
5.	Generally, our disadvantaged pupils have limited enrichment opportunities in their lives. As a School of Opportunity, we ensure we offer additional enriching opportunities within our curriculum and a wider offer to allow them to experience different places, cultures, learning environments, sporting opportunities.
6.	Generally, our disadvantaged children's social emotional and wellbeing is not as secure as non-disadvantaged pupils. This is often as a result of mental health, poor self-esteem, adverse childhood experiences, trauma, poverty, hunger.
7.	Parental wellbeing has a detrimental impact on pupil's social emotional wellbeing.
8.	Increased mobility of pupils and in-year transfers: a significant number of children join our school throughout the academic year. Many of these children have additional needs or have not been accessing one school consistently prior to joining.

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 oral language skills and vocabulary among disadvantaged pupils.	<p>There will not be a disparity in the progress and attainment of pupil premium and non-pupil premium pupils.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment</p> <p>Gaps in learning are addressed through specific targeting in lessons and additional time within the school day.</p>
Disadvantaged children achieve outcomes that are in line with all non-disadvantaged pupils.	<p>There will be little disparity in the attainment of disadvantaged pupils in the following areas:</p> <p>GLD</p> <p>KS1 and KS2 outcomes</p> <p>Phonics Screening</p> <p>Multiplication Check</p> <p>End of year judgements in Reading Writing and Maths</p>
All disadvantaged children who are below ARE make accelerated progress in all areas to meet or exceed the progress of their non-disadvantaged peers.	Through accelerated progression the gap in attainment is closing.
All disadvantaged children who are SEND will make progress	<p>Disadvantaged SEND children will access an adapted curriculum where appropriate.</p> <p>Disadvantaged SEND children will make progress, based on their individual starting points.</p>
Attendance and punctuality of disadvantaged pupils continue to improve.	<p>The difference continues to be diminished between attendance rates for disadvantaged pupils and non-disadvantaged pupils.</p> <p>Disadvantaged pupils have attendance rates closer to the school target of 97%.</p> <p>Persistent absence figures are significantly lowered to be in line with National Average.</p>
All children are well prepared for each day at school	All children are offered breakfast each morning.

	<p>Children have access to the correct equipment, clothing, PE kit and shoes.</p> <p>After school clubs are accessible to all children.</p> <p>The most disadvantaged families are targeted for support.</p>
To achieve and sustain improved mental health and wellbeing for all pupils in our school, in particular our disadvantaged pupils.	<p>Sustained high levels of wellbeing is demonstrated by:</p> <p>Qualitative data from pupil voice, pupil and parental surveys and teacher observations.</p> <p>Pupils are able to use their voice and talk openly about their wellbeing.</p> <p>Increased opportunities offered by the school's Pastoral Team.</p> <p>Children are resilient and have high self-esteem.</p> <p>Children display positive attitudes to their learning.</p> <p>Children are intrinsically motivated to achieve.</p> <p>Staff are consistently motivating children to succeed especially those children who still face difficulties in doing so.</p>
All children are offered a range of enrichment opportunities and activities	<p>All children are offered a significant increase of enrichment opportunities/activities</p> <p>A significant participation in enrichment opportunities/activities in particular among disadvantaged pupils</p> <p>Children feel inspired by the opportunities presented to them and are encouraged to pursue their aspirations and interests</p>
Parents of disadvantaged pupils are well-supported.	<p>Parents are supported by the school's Pastoral Team.</p> <p>Parents are supported in improving their parenting capacity via half termly parenting courses.</p> <p>Parents are well supported through Early Help and Prevention TAFs.</p> <p>Parents are supported in providing their children with school uniform, food hampers and Christmas presents.</p> <p>Parents are sign posted to additional support from the wider community</p>

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: £ 51,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pure Year Group Teaching in - EYFS, Year 1, Year 2, Year 3 and Year 4</p> <p>Mixed year 5/6 class due to low numbers in Year 6</p> <p>Year 6 targeted teaching Spring 1 – HLTA</p>	<p>Year Group teaching allows us to focus on teaching to mastery.</p> <p>We have evaluated the children's progress and attainment throughout the school and have determined which year groups to teach as a mixed year group class based on our analysis of this.</p>	1,2, 3 & 8
<p>Quality First Teaching in all year groups which includes quality CPD for all staff, related to both academic and non-academic topics including mastery.</p>	<p>The implementation of the Weaver Trust's curriculum which is progressive in knowledge, skills and vocabulary will support staff in the planning and delivery of quality first lessons. Staff will be able to access support from colleagues across the trust to support with the implementation of the new curriculum.</p> <p><i>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF (A tiered approach to Pupil Premium spending.)</i></p> <p><i>"Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills."</i></p> <p>EEF (Teaching and Learning toolkit)</p>	1, 2, & 8

<p>CPD will continue to focus on improving the retention of foundational knowledge vocabulary and oracy.</p> <p>Staff will continue to plan well-structured heavily vocabulary-based lessons – all subjects</p> <p>Staff will timetable daily/weekly opportunities to revisit prior learning</p>	<p>The implementation of the Weaver Trust curriculum is used in our school which ensures language acquisition is at the heart of every lesson.</p> <p>Children are given tools and strategies to use to decipher unknown words.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p><u>Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF</u></p> <p>EEF- Oral Language Interventions</p> <p>EEF toolkit -Reading comprehension strategies +6months</p>	<p>1,2, 3 & 8</p>
<p>Staff will focus on equipping children with meta-cognition and self -regulation.</p> <p>Staff will timetable daily/weekly opportunities to revisit prior learning</p>	<p>There is strong evidence to suggest that explicitly teaching strategies to pupils to plan monitor and evaluate aspects of learning – applied to the usual curriculum content.</p> <p><u>Metacognition and self-regulation EEF</u></p> <p>EEF Metacognition and self-regulation + 8 months</p>	<p>1,2, 3 & 8</p>

Tailored and structured support for Early Career Teachers	<p><i>“Priorities for professional development might include: ensuring high-quality materials are available for early career teachers linked to the Early Career Framework; online courses linked to the best available evidence on improve literacy and maths; and online courses linked to pedagogical approaches that are likely to be particularly effective for 0</i></p> <p>(EEF Impact of school closures on the attainment gap.)</p>	1,2, 3 & 8
Work closely with external professionals to implement appropriate support for children with complex needs and other barriers to learning.	<p>The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage.</p> <p>(Case Study of excellence – EEF A tiered approach to Pupil Premium Spending)</p>	1,2,3,4,5,6,7 & 8
Purchase additional resources to ensure that all children are well-equipped for reading, in line with the Reading Framework.	<p><i>“Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.”</i></p> <p>(EEF Preparing for Literacy.)</p>	1,2, 3 & 8
Ensure that all classrooms are environments that are rich in vocabulary and reading opportunities to facilitate language acquisition.	<p><i>“Language provides the foundation of thinking and learning and should be prioritised.”</i></p> <p><i>“Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary.”</i></p> <p>(EEF Preparing for Literacy.)</p>	1,2, 3 & 8

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extensive training opportunities for all Teaching Assistants Focus – curriculum, autism, English, reading and maths	<i>“More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress.”</i> (DFE Supporting the attainment of disadvantaged pupils.)	1,2,3,4, 5 & 8
Structured Interventions with a keep up approach across the school Speech and language interventions. Phonics interventions	The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage. (Case Study of excellence – EEF A tiered approach to Pupil Premium Spending) <i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</i> EEF (A tiered approach to Pupil Premium spending.)	1, 2, 3, & 8
Increased number of teaching assistants in classes across the whole school which allows for each class to have a TA supporting reading, writing and maths lessons	<i>“Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.”</i> (DFE Supporting the attainment of disadvantaged pupils.)	1,2,3 & 8

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer a wider range of after school clubs for all children. Continue to work with Passion for Learning who offer a range of activities throughout the year in particular – a weekly after school club including transport.	Most of our children do not belong to clubs outside of school. <i>“All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.”</i> (EEF Case Study A tiered approach to Pupil Premium spending.)	5,6 & 7
Attendance team to work closely with low attending families and Education Welfare Officer: - Daily phone calls - Home visits - Attendance panel meetings - Wellbeing and support plans Attendance prizes	<i>“Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.”</i> (DFE Improving School Attendance)	4
Family Support Worker to now work full time in order to identify and intensively support our disadvantaged children and their families.	<i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.”</i> (EEF A tiered approach to Pupil Premium spending)	1,2,3,4,5,6 & 7
Support parents with children's readiness for school, including purchasing clothing and school equipment	<i>“Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.”</i> (EEF Working with parents to support children's learning.)	1,2,3,4,5 & 6
Emotional support CPD for nominated staff,	<i>“Considering how classroom teachers and teaching assistants can provide</i>	1,2,3,5,6 & 7

including mental health support and ELSA	<p><i>targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</i></p> <p>EEF (A tiered approach to Pupil Premium spending.)</p>	
Arrange family/parental courses including: qualifications, 1:1 support with routines and boundaries	<p><i>“Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.”</i></p> <p><i>“Running workshops showing parents how to read and talk about books with their children effectively.”</i></p> <p>(EEF Working with parents to support children’s learning.)</p>	1,2,3,4,5,6 & 7
School to support with some funding towards developing cultural capital	<p><i>“All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.”</i></p> <p>(EEF Case Study A tiered approach to Pupil Premium spending.)</p>	5, 6 & 7
Use behaviour specialist services to support provision for children demonstrating persistently challenging behaviour	<p><i>“Promising approaches involve parents and teachers setting goals for their child, agreeing and implementing specific strategies that can be implemented at home and school to help their child’s behaviour, responding consistently to children’s behaviour, and gathering information to assess their child’s progress.”</i></p> <p><i>“If you know that a pupil who has behavioural issues also has a special educational need, understanding best practice for supporting that particular need may help with their behaviour and thus could be a good starting point for their behaviour support.”</i></p> <p>(EEF Improving behaviour in schools.)</p>	1,2, 3, 6 & 7

Total budgeted cost: £ 101,505