

Pupil premium strategy statement

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

Detail	Data
School name	Westende Junior School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	Andrea Sykes (Headteacher, 2024-25) Stephanie Holding (Headteacher, 2025-26)
Pupil premium lead	Midge Robinson (SENDCo)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,270
LAC	£5,260
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	£32,530

Part A: Pupil premium strategy plan

Statement of intent

Westende's intention is to provide a safe, secure and positive environment for all children, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our values of Respect, Happiness and Resilience will be at the forefront, enabled by Quality First Teaching and the Inclusion of all. Our continually improving classroom pedagogy and high expectations of learning and behaviour will provide targeted support. Quality First Teaching is at the heart of our approach, which focuses on areas where disadvantaged pupils need the most support. At Westende, it is our intention that disadvantaged children will make sustained progress alongside their non-disadvantaged peers.

Our ultimate objectives are

- Raise attainment in Maths and English, closely monitoring our most vulnerable children and closing the disadvantage attainment gap whilst at the same time benefitting all our pupils
- To equip children with strong oracy skills and the ability to express themselves clearly and effectively, ensuring they have the best opportunities to thrive and achieve their full potential.
- Enable children to develop strategies and skills to manage their social and emotional needs, using recognised diagnostic tests and strategies to improve their outcomes.
- Install pride and a sense of belonging in all pupils, removing the social barriers and pressures that society may present them with
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- To reduce the number of extended leave absences further through continued close monitoring and action in relation to overall attendance.

We aim to do this through

- Quality first teaching to ensure the teaching and learning opportunities meet the need of all the pupils
- A whole school focus on Oracy to enrich the vocabulary of all pupils
- Speech and Language support, where necessary

- A gap analysis of children's reading and phonics skills teamed with a robust phonics programme of support for pupils who need it
- Targeted academic support through small group interventions
- Nurture groups and individual support for children with high levels of anxiety
- Closely monitor the attendance on all pupils, in particular the disadvantaged children

What are the key principles of your strategy plan?

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure targeted academic support for key groups of children to ensure that children make expected progress.

We ensure children who need it have access to nurture groups, emotional literacy support and 'daily check-ins' with a named member of staff.

We assess individual needs of all disadvantaged pupils and offer additional support where needed.

We ensure all disadvantaged children receive pre-teaching in areas of the curriculum where they would benefit from advanced knowledge.

Support payments for extra-curricular activities, educational visits, learning of musical instruments and residential trips, breakfast club.

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 with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as reader
3	Internal and external assessments indicate that Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Year 3 in the last 5 years, between 90-100% of our disadvantaged pupils arrive below age-related expectations as a combined

	score for Reading, Writing and Maths compared to 60-70% of other pupils. This gap remains steady to the end of KS2
4	Pupils have a range of social and emotional needs and have experienced a range of traumatic experiences, which results in them not having the ability to manage their social and emotional needs.
5	Enrichment opportunities are not often undertaken by many of our families due to the cost.
6	Difficulty in securing additional funding and support for SEMH needs within school, from local authorities and specialist providers.
7	Disadvantaged pupils also have SEND needs: 6 x EHCP and 9 pupils with SEND support

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 improve speech and language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> -Assessments and observations indicate significantly improved oracy among disadvantaged pupils -SALT sessions are planned and delivered by ELKLAN qualified staff within our school <ul style="list-style-type: none"> - High-quality and diverse texts are utilised (using Lexile scores) which expose children to a range of vocabulary and experiences which are explored through VIPERS (reading lessons) discussions. - Knowledge organisers clearly identify appropriate vocabulary that will be taught explicitly through whole class teaching
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> -Year 6 KS2 reading outcomes in 2024/25 show that 25% (1 out of 4) of disadvantaged pupils met the expected standard. -Ambitious PP target setting to ensure progress rates are maximised. <ul style="list-style-type: none"> • Evidence of successful interventions demonstrating clear impact on individual's progress. • Effective utilisation of data to target intervention precisely and with notable impact. • Improvements in Quality First teaching to enhance the opportunities and experiences for all. • Excellent deployment of support staff.
Improved attainment in Writing and Maths amongst disadvantaged children	-Year 6 KS2 maths and Writing outcomes in 2024/25 show that 0% (0 out of 4) of

	<p>disadvantaged pupils met the expected standard</p> <ul style="list-style-type: none"> -Ambitious PP target setting to ensure progress rates are maximised. • Evidence of successful interventions demonstrating clear impact on individual's progress. • Effective utilisation of data to target intervention precisely and with notable impact. • Improvements in Quality First teaching to enhance the opportunities and experiences for all. • Excellent deployment of support staff.
Children feel supported in their emotional well-being	<ul style="list-style-type: none"> -Pupils will be resilient learners who persevere when they find things challenging. -Evidence of Daily Check-ins and weekly nurture sessions. • Pupils will be able to concentrate on their learning and this will be reflected in the progress they make. • The Boxall Profile is used to tailor emotional wellbeing and support for individual needs.
Varied and enriching opportunities are offered to PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.	<ul style="list-style-type: none"> -Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free of charge provisions offered to enrich personal life experiences. • Support for pupils to attend after school clubs and music lessons • Support for children to attend enrichment activities in school • Support for children to attend educational visits and residential trips
Children feel that they have a sense of belonging and that they can add value to their school community	<p>Attendance rates for disadvantaged children are above 95%. Children are ready to learn and able to focus in lessons</p> <ul style="list-style-type: none"> • Free breakfast club with SENDCo/Inclusion lead • Forest School for learners who are disengaged/EBSA pupils • Support for school uniform • Pupils attend at least one school club/music lesson • Pupils given opportunity to be part of the pupil leadership team (house captains, class ambassadors, school council, eco-reps, sports leaders)

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: £2,866

Picture News + AR + Ed Shed = £2,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Oracy 21 Initiative across Key Stage 2 through CPD of all teaching staff	<p>EEF research states that purposeful speaking and listening activities support the development of pupils language capability and provides a foundation for thinking and capability.</p> <p>Research carried out by the Education Endowment Foundation (EEF) in 2017 made 7 key recommendations for KS2 literacy. The first three of which refers to reading and language acquisition.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	1, 3 and 5
PiXL methodology of diagnosis, therapy, testing being used across Years 1-6	<p>PiXL supports primary schools across the country and the methodology of diagnosis, therapy, testing has had a positive impact across all PiXL schools Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Pupils need a sound understanding of number to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states automatic retrieval of maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them)</p>	1 and 3
Phonics training and resources for teaching	EEF research states that phonics has a positive impact overall (+5 months) with	2 and 3

and Teaching Assistants	<p>very extensive evidence and is an important component in the early development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
Continued CPD for teaching staff on Rosenshine's Principals of instruction	<p>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.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3
To develop opportunities for oracy across the school through sharing of Picture News	<p>Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Riseley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1100 words It is important to develop and increase all pupils vocabularies. Voice 21 project-a campaign to raise the status of oracy in schools across the UK & get talking in class</p>	1
To provide CPD in Trauma Support (ELSA training)	<p>Research consistently shows that early childhood trauma can have significant long-term impacts on life chances. For instance, early trauma is linked to a higher likelihood of developing psychiatric disorders such as depression, anxiety, and PTSD</p> <p>The relationship between trauma exposure and problematic school-related functioning is well established (Berger, 2019). Trauma exposure in childhood is associated with adverse effects on cognitive functioning (e.g., memory, attention), behaviours (e.g., discipline, drop-out, attendance), academic</p>	4 and 7

	<p>performance, emotional regulation and social competence (Perfect et al., 2016).</p> <p>Trauma Informed Short Term Managed Intervention Centres - Study Plan Education Endowment Foundation</p>	
Online reading scheme (Accelerated Reader)	<p>Research indicates that the Accelerated Reader programme in primary schools does not impact reading progress when used without any other reading interventions however, AR is used in conjunction with focused reading comprehension and fluency lessons (VIPERS) interventions (Read, Write Inc., Moondogs) and one to one daily reading.</p> <p><i>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</i>(EEF reading comprehension strategies).</p> <p>EEF Accelerated Reader - second trial</p>	1,2 3 and 7
Ed shed online spelling resource	<p>An online resource for pupils to practice spelling. The EEF toolkit for improving writing in KS2 recommends schools <i>explicitly teach spellings and provide pupils with extensive opportunities to practice them.</i></p> <p>EEF Improving Literacy in Key Stage 2</p>	1, 2 and 3
To provide CPD in early speech and language for teachers and support staff	<p>ELKLAN training for support staff and ongoing CPD in speech and language for all teachers and support staff to support children with communication and language development:</p> <ul style="list-style-type: none"> • Evidence consistently shows that communication and language approaches benefit young children's learning. • Using multiple approaches will support the development of 	1, 2 and 3

	<p>children's communication and language.</p> <p>(EEF Approaches for supporting communication and language development in the early years)</p> <p>EEF supporting language and communication in the early years</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,632

S&L + Boxall + Spelling Frame = £4,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group pre-teaching	<p>Pre-teaching is a strategy that involves teaching students concepts, skills, or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration. The idea is to give the student a 'preview' of the lesson that will allow them to put their knowledge to work during the lesson.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions</p>	1,2 and 3
Small group targeted intervention of reading, writing and maths (PiXL, dyslexia and dyscalculia teaching,	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicated that small group and 1:1 interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3 and 5

phonics lessons)		
1:1 targeted work supported by SALT (Speech and Language Therapist)	'What Works': Interventions for children and young people with speech, language and communication needs-Research Report DFE RR247-BCRP10	1, 4 and 5
Spelling Frame and clued spelling	<p>Some disadvantaged children were struggling to learn their weekly spellings. Introducing an online interactive tool for teaching and learning spellings has made learning spellings fun and will remove the barrier to their learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p> <p>Clued spelling provides children with a range of strategies to enable them to independently attempt spellings.</p>	2, 3 and 5
BoxAll Profiles	<p>The Boxall Profile is considered a “highly regarded diagnostic and assessment instrument by a large number of teacher and educational psychologists who have used it” (Couture, C., Cooper, P., Royer, E., (2011) A study of the Concurrent Validity between the Boxall Profile and the Strengths and Difficulties Questionnaire. The International Journal of Emotional Education) and is a measure of children’s levels of emotional and behavioural functioning, as well as enabling staff in schools to highlight specific targets for intervention within a child’s individual functioning.</p> <p>https://committees.parliament.uk/writtenevidence/76808/html/</p>	4, 6 and 7

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

Budgeted cost: £26,268

Individual budget for uniform & trips + non-swimmers+ nurture assistants+ breakfast club + 0.5 days for SENDCo/Inclusion lead = £26,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To improve a child's cultural capital by funding enrichment activities such as extra-curricular activities, learning an instrument and school trips-	Evidence suggests that cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital both abstract and formal https://culturallearningalliance.org.uk	4 and 6
Daily check ins to identify barriers to learning and weekly nurture sessions with disadvantaged and vulnerable children	Effective Social and Emotional learning can increase positive pupil behaviour, mental health and well-being and academic progress ☞ Prioritise social and emotional learning to avoid "missed..." EEF (educationendowmentfoundation.org.uk)	4
Funding extra-curricular clubs each term Providing additional swimming sessions for all non-swimmers that have been identified as disadvantaged	Physical health has a small positive impact on academic attainment (about 1 month additional progress) as well as massive benefits in terms of health, well-being and physical development. ☞ Physical activity EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 6 and 7
Resilience and perseverance is developed through Growth Mindset	It is based on research (Carol Dweck-Theory of Motivation) that shows that pupils who have a growth mindset – the belief that intelligence is malleable – try harder, persist for longer, seek out feedback and set themselves more challenging goals. https://kss.hee.nhs.uk/wp-content/uploads/sites/15/2022/08/Growth-Mindset-The-Basics.pdf	4 and 7
Breakfast Club	Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment. There are many reasons why the consumption of a school breakfast may improve a pupils' experience of school and these outcomes. Additionally, providing free or reduced-price meals may also remove a barrier to school engagement for economically disadvantaged pupils.	4, 5 and 6

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	
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Total budgeted cost: £33,766

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Impact
Improved oral language skills and vocabulary amongst disadvantaged pupils	Pupils were able to take part in a variety of opportunities requiring good oracy skills. A raising of self-esteem was monitored and improvement seen in class participation and Nurture Groups.
Improved reading attainment among disadvantaged pupils.	KS1 40% KS2 40% National 50%
Improved attainment in Maths amongst disadvantaged children	KS1 20% KS2 40% National 33%
Improved attainment in Writing amongst disadvantaged children	KS1 20% KS2 40% National 33%
Children feel supported in their emotional well-being for disadvantaged pupils	Pupils took part in daily emotional support sessions and Nurture groups. They were given the opportunity to attend a daily breakfast club. Provision of breakfast alongside peers enabled them to start the day nutritionally full and ready to learn. It reduced the number of days lost to dysregulation.
Gaps in learning quickly identified, with targeted interventions implemented	Assessment data tracked, extra Pixa and specialist dyslexia classes implemented
Varied and enriching opportunities are offered to PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.	Pupils took part in residential trips and EOTC opportunities. Uniforms were provided including school shoes. They were able to take part in a variety of after-school clubs.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Impact
Improved oral language skills and vocabulary amongst disadvantaged pupils	Pupils were able to take part in a variety of opportunities requiring good oracy skills. A raising of self-esteem was monitored and

	improvement seen in class participation and Nurture Groups. This continued from the previous academic year.
Improved reading attainment among disadvantaged pupils.	KS1 29% KS2 25% National 62.5%
Improved attainment in Maths amongst disadvantaged children	KS1 29% KS2 0% National 59.9%
Improved attainment in Writing amongst disadvantaged children	KS1 0% KS2 0% National 59.2%
Children feel supported in their emotional well-being for disadvantaged pupils	Pupils took part in daily emotional support sessions and Nurture groups. They were given the opportunity to attend a daily breakfast club. Provision of breakfast alongside peers enabled them to start the day nutritionally full and ready to learn. It reduced the number of days lost to dysregulation.
Gaps in learning quickly identified, with targeted interventions implemented	Assessment data tracked, extra PiXL and specialist dyslexia classes implemented
Varied and enriching opportunities are offered to PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.	Pupils took part in residential trips and EOTC opportunities. Uniforms were provided including school shoes. They were able to take part in a variety of after-school clubs.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Frame	Spelling Frame
Accelerated Reader	Renaissance
Read Write Inc	Ruth Miskin Training
Little Wandle Phonics	Little Wandle
Nurture Assistant Training	Wokingham Borough Council

PiXL PrimaryWise (DTTR therapies and clued spelling)	PiXL
Speech and Language Link	SpeechLink Multimedia Ltd.
ELSA	Education Psychology Service