

Disadvantaged Pupils Strategy Statement – Westbourne Primary 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westbourne Primary School
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Daniel Miracapillo
Disadvantaged Pupils lead	Jo Bolton
Trustee lead	Ed Prothero

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,530
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	£138,530

Part A: Disadvantaged Pupils Strategy Plan

Statement of intent

The Key Principles of our strategy plan are as follows:

- Understanding and recognition that the impact of current societal challenges is felt most acutely by disadvantaged children;
- Whole-school commitment (spearheaded by the school's Disadvantaged Pupils Champion and the Trust Board's designated Disadvantaged Pupils Trustee) to narrowing the gap between disadvantaged children and their peers. Our intention is for all pupils, irrespective of their background or the challenges they face, to make progress and achieve high attainment across all subject areas. The focus of our Disadvantaged Pupils Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers;
- Evidence-informed strategy linked with the Education Endowment Foundation's research (EEF Guide to Pupil Premium);
- Recognition that high-quality teaching is the most important lever to improve outcomes for disadvantaged children, whilst maintaining sustained and improved attainment for non-disadvantaged pupils.
- Identification of key priorities by the Senior Leadership Team/ Disadvantaged Pupils Champion and Trust Board;
- Acknowledgement that disadvantaged children are not a homogenous group, and therefore their needs must be individually diagnosed, specified and addressed appropriately (without making any assumptions about the impact of disadvantage);
- The Disadvantaged Pupils Strategy sits within the broader, whole-school Teaching & Learning strategy, where early intervention is recognised as crucial.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment , exacerbated by current societal challenges (e.g., poverty, socio-economic deprivation, lack of access to support services). On entry into Nursery and Reception, children present with poor language and communication skills. Formal assessments, observations, learning walks, pupil progress meetings and professional discussions indicate that the majority of our disadvantaged children are beginning this academic year with lower starting points than their peers. This is evident from Reception through to Year 6.
2	Attainment gap . Nationwide, the Attainment Gap remains high and has not significantly changed in the last few years. In fact, disadvantaged gap has

	widened since the pandemic (EPI, 2025, <i>Education in England Annual Report</i>). Formal assessments, observations, learning walks, pupil progress meetings and professional discussions indicate that attainment amongst our disadvantaged children is below that of our non-disadvantaged children.
3	Lack of parental engagement and low parental aspirations. Parents of disadvantaged children are less engaged with activities at home as evidenced in Reading Records, Homework Diaries, Home-School books, Webinars, not taking up offers for extra tuition. Moreover, there is often a lack of enrichment opportunities for those children whose parents do not engage with the wider opportunities that school can offer. Finally, children experiencing vulnerability or disadvantaged often do not have learning resources at home, for example books they can call their own.
4	Emotional and social barriers to learning. Research evidence, observations and discussions indicate that the education, emotional and social wellbeing of our disadvantaged children has been greatly impacted by societal challenges, and more so than any other group. Attendance is a major driver, with disadvantaged children missing 14% of sessions last year (vs 6.9% of their peers, widening the attainment gap). As a result, children's self-esteem, confidence and belief in their learning potential has been negatively impacted. Their social skills have also suffered due to lack of opportunities outside of school, too.
5	Attendance Our data shows that specific disadvantaged families have higher persistent absence than their peers, which impacts negatively on their learning, social and emotional well-being, as well as on progress and attainment, exacerbating their initial attainment gap.

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 overall Attainment,	Statutory Assessments (Reception ELG, Phonics Screening Check, Multiplication Tables Check and KS2 SATs) will show our disadvantaged children's attainment exceeding national average measures for disadvantaged children.
The Attainment Gap has closed (between disadvantaged children and non-disadvantaged children at national level) and continues to narrow between in-school disadvantaged children and their non-disadvantaged peers).	Statutory Assessments (Reception ELG, Phonics Screening Check, Multiplication Tables Check and KS2 SATs) will show our disadvantaged children's attainment gap exceeding national average measures for disadvantaged children. Moreover, the internal attainment gap continues to reduce.
Parental engagement increases.	Disadvantaged pupils are more engaged in Phonics, Reading, Counting, Times tables and other Homework activities at home as evidenced in homework monitoring activities. Parents are more engaged with their

	children's learning and therefore more knowledgeable about their children's education as evidenced in participations in workshops, webinars, other events as well as completion of homework activities.
Emotional and social barriers to learning are reduced.	The emotional wellbeing of our disadvantaged pupils is improved. This is evidenced in Pupil Voice surveys, ELSA reports, observations, parental surveys and by the fact that disadvantaged pupils are involved in more enrichment activities, such as after school clubs.
Attendance levels are improved and sustained, particularly for our targeted disadvantaged families.	Sustained higher attendance. This is evidenced in falling absence rates (below 10%) and the gap between these children and non-disadvantaged children being reduced.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school Development programme (lesson studies; peer observations; book sharing; collaborative planning; staff training; feedback (teachers and learning support assistants).	<i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</i> EEF guide to the Pupil Premium - CPD/Quality Teaching EEF Teaching and Learning Toolkit (Feedback +6mths)	1, 2
Mastery Mathematics Programme (White Rose Maths; curriculum development linked with staff training; resources).	EEF Guide to Pupil Premium - CPD/Quality Teaching <i>"Mastery learning approaches have consistently positive impacts."</i> EEF Teaching and Learning Toolkit (Mastery Learning +5mths)	1, 2
Mastery English Programme (e.g., Big Books project, 'Opening Doors' series, 'Oracy Project with Voice21').	EEF Guide to Pupil Premium - CPD/Quality Teaching <i>"Mastery learning approaches have consistently positive impacts."</i> EEF Teaching and Learning Toolkit (Mastery Learning + 5mths).	1, 2
Reading Focus and Language Acquisition. Update of <i>Jolly Phonics</i> scheme resources, including additional books, especially for Reception and Y1.	<i>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</i> <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."</i> EEF Teaching and Learning Toolkit (Oral Language interventions +6mths) <i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i>	1, 2, 3

	EEF Teaching and Learning Toolkit (Phonics +5mths) School closures as a result of COVID-19 have had a huge impact on education, with primary school pupils experiencing a learning loss equivalent to between two to three months of progress for reading (Department for Education, 2021). This particularly affected access to books for children from disadvantaged backgrounds, where one in 11 say that they do not have a book of their own at home (National Literacy Trust, 2019)	
Learning Support Assistants targeted support during lessons. Jolly phonics support in YR, Y1 & Y2 small group work.	<i>“Teaching assistants can provide a large positive impact on learner outcomes... Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.”</i> EEF Teaching and Learning Toolkit (Teaching Assistant Interventions +4mths)	1, 2, 4
Robust Assessment and Data Evaluation leading to intervention (Insight Tracker - purchased, Pupil Progress Reviews, Renaissance Star Reading assessment – licence purchased, White Rose Maths Assessments, Book sharing, Learning Walks, External reviews by School Improvement Partner – purchased. Release of DP lead to assess interventions & DP progress.	<i>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy.”</i> EEF Guide to Pupil Premium – Diagnostic assessment	1, 2
Curriculum enrichment: events; workshops; Philosophy sessions in Y5 purchased through <i>The Philosophy Foundation</i>; instrumental music lessons in Y3, Y4 and Y5 purchased from <i>The Sutton Music Service</i>; basketball coach and mentor additionally employed.	<i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i> EEF Guide to Pupil Premium - CPD/Quality Teaching	1, 2, 4, 5
High Performance Learning (HPL) Programme, with a particular focus on Meta-cognition and Self-Regulation	<i>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) ... The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.”</i> EEF Teaching and Learning Toolkit (Meta-cognition and Self-regulation +7mths)	All

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

Budgeted cost: £49,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions with qualified teachers. Additional expert phonics teacher time funded.	<i>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</i> <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."</i> EEF Teaching and Learning Toolkit (Oral Language interventions +6mths) <i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i>	1, 2, 4
Small group morning tutoring led by qualified teachers, using additional resources 18 teachers covering 8 weeks per term funded.	<i>"Small group tuition has an average impact of four months' additional progress over the course of a year... One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile."</i> EEF Teaching and Learning Toolkit (Small Group Tuition +4mths) This is further supported by funding from the DfE School Led Tutoring Grant.	All
Targeted intervention groups led by Qualified Teachers.	<i>"Small group tuition has an average impact of four months' additional progress over the course of a year... One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile."</i> EEF Teaching and Learning Toolkit (Small Group Tuition +4mths)	1, 2, 4
The Letter Box Programme purchased (from The Book Trust), supported by Teachers and Learning Support Assistants (with pupil and parental feedback).	<i>"Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction."</i> EEF Teaching and Learning Toolkit (Reading Comprehension Strategies +6mths) <i>"The average impact of the Parental engagement approaches is about an additional four months"</i>	1, 2, 3, 4

	<i>progress over the course of a year. There are also higher impacts for pupils with low prior attainment.”</i> EEF Teaching and Learning Toolkit (Parental Engagement +4mths)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional and Mental Health: ELSA support led by DHT and trained staff; supervision; FSW led clubs; support from Educational Psychologist when appropriate; Occupational Therapy supported in school by LSAs; ASD training and link teacher; workshops provided by the school nurse (e.g., on sleeping, eating issues); online safeguarding, including workshops for parents and sessions for pupils	<i>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year... The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.”</i> EEF Teaching and Learning Toolkit (Social and Emotional Learning +4mths)	3, 4, 5
Targeted Philosophy enrichment activities	EEF Teaching and Learning Toolkit (Meta-cognition and Self-regulation +7mths) EEF Teaching and Learning Toolkit (Social and Emotional Learning +4mths)	4
All before school, lunchtime and afterschool clubs run at no charge to parents ensuring access for all pupils to a wide range of high-quality sporting and arts experiences.	<i>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.”</i> EEF Teaching and Learning Toolkit (Arts Participation +3mths)	4, 5
Support to purchase uniform (including P.E.)	EEF Guide to Pupil Premium – Behaviour and Attendance	3, 4, 5
Awards: whole school ethos of excellence and success	EEF Guide to Pupil Premium – Behaviour and Attendance	4, 5
Equipment to join in with extra-curricular activities as appropriate	EEF Guide to Pupil Premium – wellbeing	4, 5
Financial support for trips to enhance academic, personal and social development	EEF Guide to Pupil Premium – wellbeing	3, 4, 5
Breakfast club linked with morning tuition	EEF Guide to Pupil Premium – wellbeing	3, 4, 5

Family Support Worker	EEF Guide to Pupil Premium – wellbeing and EEF Teaching and Learning Toolkit (Social and Emotional Learning +4mths, Parental Engagement +4mths)	3, 4, 5
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Total budgeted cost: £138,530 pupil premium allocated towards the cost of the above

Part B: Review of outcomes in the previous academic year

Disadvantaged Pupils Strategy outcomes

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

External and internal assessments during 2024/25 (including Reception Baseline Assessment, Foundation Stage Assessment, Phonics Screening Check, KS1 SATs, Y4 Multiplication Tables Check, KS2 SATs, standardised tests in Reading and nationally benchmarked assessment in Maths) suggested that the performance of disadvantaged pupils continued to be strong last year.

Phonics – Pupil Premium (12 children in 2024-25)

Year	% WB at expected standard 2025	% National 2025
Year 1	67% (8/12)	67%

Phonics – Pupil Premium NOT SEND (5 children in 2024-25)

Year	% WB at expected standard 2025	% National 2025
Year 1	80% (4/5)	N/A

Disadvantaged Pupils' Performance

Disadvantaged pupils reaching the expected standard in Reading, Writing and Maths

Year	Westbourne Primary School	National Average	Compared with national average
Latest 3-year average	69%	46%	Above
2024-25	71%	47%	Above

Disadvantaged pupils reaching the expected standard in Reading

Year	Westbourne Primary School	National Average	Compared with national average
Latest 3-year average	78%	62%	Above
2024-25	79%	63%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed Writing

Year	Westbourne Primary School	National Average	Compared with national average
Latest 3-year average	74%	59%	Above
2024-25	71%	59%	Above

Disadvantaged pupils reaching the expected standard in Maths

Year	Westbourne Primary School	National Average	Compared with national average
Latest 3-year average	80%	60%	Above
2024-25	79%	61%	Above

Disadvantaged Pupils' Performance Gap

Disadvantaged pupils reaching the expected standard in Reading, Writing and Maths

Year	Westbourne Primary School	National non-disadvantaged score	School disadvantage gap
Latest 3-year average	69%	68%	1 pp
2024-25	71%	69%	2 pp

Disadvantaged pupils reaching the expected standard in Reading

Year	Westbourne Primary School	National non-disadvantaged score	School disadvantage gap
Latest 3-year average	78%	80%	-2 pp
2024-25	79%	81%	- 2 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed Writing

Year	Westbourne Primary School	National non-disadvantaged score	School disadvantage gap
Latest 3-year average	74%	78%	-4 pp
2024-25	71%	78%	-7 pp

Disadvantaged pupils reaching the expected standard in Maths

Year	Westbourne Primary School	National non-disadvantaged score	School disadvantage gap
Latest 3-year average	80%	80%	0 pp
2024-25	79%	81%	-2 pp

Our evaluation of the reasons for these outcomes points to our effective and mostly successful Disadvantaged Pupils Strategy. More work needs to be done to ensure the disadvantaged gap is closed in all subjects.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health significantly improved impacted last year as a result of our using pupil premium funding to provide wellbeing support for disadvantaged pupils, and targeted interventions where required, especially through the work of our Family Support Worker and the Letterbox Programme. We will continue to build on that approach with the activities detailed in this plan.

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
The Letterbox Programme	The Book Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	All strategies outlined above were delivered as appropriate.
What was the impact of that spending on service pupil premium eligible pupils?	Improved well-being and outcomes.