

Pupil premium strategy statement – Westminster Primary School

This statement details our school's use of pupil premium (and recovery 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	423
Proportion (%) of pupil premium eligible pupils	40.9% (173 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Maneer Samad
Pupil premium lead	Maneer Samad
Governor / Trustee lead	Edward Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,040.00
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 21, 2024.</i>	£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>	£256,040.00

Part A: Pupil premium strategy plan

Statement of intent

Mission Statement

Our school is committed to developing and maintaining strong relationships in an open, respectful atmosphere of mutual trust. Our dedicated team provide a challenging curriculum which inspires excellence.

Our children will gain a lifelong love of learning and a thirst for knowledge, enabling them to achieve the brightest of futures, confidently contributing as citizens of the global community.

In line with our stated mission, we ensure that our disadvantaged pupils receive a high quality of education.

Objectives

- All disadvantaged pupils to make strong academic progress in reading, writing and mathematics in order to close attainment gaps compared with non-disadvantaged pupils
- All pupils to benefit from high quality teaching which enables them to gain and apply their knowledge
- All pupils to be able to apply secure knowledge of phonics, so that they read fluently
- All pupils to read fluently and with comprehension in order to ensure access to all areas of the curriculum
- To remove barriers to learning caused by poverty, low family income and individual circumstances and background
- To enable pupils to become confident and resilient, enabling them to fully benefit from opportunities across the curriculum
- To remove barriers to learning by maintaining strong relationships with parents in order to secure high rates of punctuality and attendance

Key principles

- All pupils will have access to our ambitious curriculum
- Expectations for all pupils will be consistently high
- All pupils will benefit from the school's prioritisation of reading
- Staff will receive high quality continuing professional development, in order to ensure that all pupils benefit from consistent quality first teaching
- All pupils will benefit from ongoing, accurate assessment, so that teaching is adapted to their needs

- Staff will identify when pupils require additional support, establishing and delivering appropriate interventions when required
- Pupils who have additional social, emotional and mental health needs, will receive appropriate provision to meet their needs
- All pupils will acquire the knowledge and cultural capital that they need to succeed in life

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have less developed vocabulary, numeracy and literacy skills on entry to school
2	Disadvantaged pupils are more likely to have gaps in their learning and require more support to retain and recall knowledge
3	Disadvantaged pupils and their families require support to secure good attendance
4	Disadvantaged pupils require support to gain cultural capital through wider curriculum opportunities such as visits, participation in the arts, sport and music
5	Disadvantaged pupils often have additional social, emotional and behaviour needs that need to be met, in order to secure readiness for learning
6	Disadvantaged pupils require support to build high expectations for themselves and to have strong aspirations for the future

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
<i>Pupils' vocabulary is expanded and their numeracy and literacy skills improve as a result of access to the curriculum</i>	Pupils' improved vocabulary, numeracy and literacy skills are evidenced by progress through the curriculum, resulting in increased attainment with respect to age related expectations/their starting points
Pupils' gaps in learning are reduced, enabling them to make strong progress from their starting points	Assessments show that reduction of gaps in learning have led to increased attainment, as evidenced by ongoing assessment

Attendance rates are improved	Attendance records show that pupils' attendance has increased
Pupils access a range of activities during the school day and beyond, which support the gaining of cultural capital through first-hand experiences	Records show that disadvantaged pupils have accessed a range of wider curriculum opportunities
Pupils benefit from additional support for social, emotional and behaviour needs	Disadvantaged pupils have taken part in and benefited from specific additional support for social, emotional and mental health needs, as evidenced by improved engagement and attainment.

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: £41744.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT coaching for teaching staff	EEF +6 months Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1,2
Initiatives to develop a love of reading	(DfE 2012) Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD towards reading, 2002) There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007)	1,2

Additional teacher for targeting in reading, writing and maths	EEF + 2 months Reducing class size has a small positive impact of + 2 month, on average.	1, 2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £102929.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions	EEF +4 Months Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1,2
DHT teaching time	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1,2
EY additional interventions	EEF +4 months Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	1,2
Speech and Language input (Soundswell)	EEF +6 months On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.	1,2,5

WellComm language and communication programme to support development of language skills in EY.	EEF +6 months It is important that spike language activities are matched to learners' current stage of development so that it extends their learning and connects with the curriculum.	1,2,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £132756.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral mentor interventions and activities	EEF +2 months The impact of mentoring varies. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	3,5,6
Parent Support Advisor provision	DFE published research 2016 states that pupils with no absence are 1.3 times more likely to achieve ARE or above and 3.1 times more likely to achieve at greater depth. There is a clear link between poor attendance and lower academic achievement.	3,6
Extra-curricular opportunities	Physical activity EEF +1 month There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Arts participation EEF +3 months Arts participation approaches can have positive impact on academic outcomes in other areas of the curriculum.	4,6
Adapting teaching with additional teaching assistants	EEF Individual instruction + 4 months	1,2,5

	Individualised instruction can be an effective approach to increasing pupil attainment.	
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Total budgeted cost: £ 277430.22

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The review below details the impact that our pupil premium activity had on pupils in the 2023-24 year.

1. Pupils' vocabulary is expanded and their numeracy and literacy skills improve as a result of access to the curriculum

2. Pupils' gaps in learning are reduced, enabling them to make strong progress from their starting points

Wellcomm has been used in nursery and reception as an intervention. The data shows that the children's communication and language has improved in nursery and reception with children completing the programme and achieving CL age related expectations. The EYFS lead delivered CPD, which has enabled staff to develop conversations with children, thus improving their communication skills, and consequently their life skills.

End of year outcomes for disadvantaged pupils vs not disadvantaged pupils

EYFS GLD

83% disadvantaged vs 73% not disadvantaged have achieved expected or higher in reading, writing and maths combined.

Year 1 Phonics Screening Check

86% disadvantaged vs 92% not disadvantaged have achieved the expected standard

Year 1

41% disadvantaged vs 50% not disadvantaged have achieved expected or higher in reading, writing and maths combined.

Year 2

40% disadvantaged vs 35% not disadvantaged have achieved expected or higher in reading, writing and maths combined.

Year 3

44% disadvantaged vs 17% not disadvantaged have achieved expected or higher in reading, writing and maths combined.

Year 4

33% disadvantaged vs 41% not disadvantaged have achieved expected or higher in reading, writing and maths combined.

Year 5

38% disadvantaged vs 21% not disadvantaged have achieved expected or higher in reading, writing and maths combined.

Year 6

75% disadvantaged vs 75% not disadvantaged have achieved expected or higher in reading

86% disadvantaged vs 79% not disadvantaged have achieved expected or higher in writing

78% disadvantaged vs 71% not disadvantaged have achieved expected or higher in maths

Across year groups, disadvantaged pupils often achieve at rates comparable to or higher than their non-disadvantaged peers, particularly in Key Stage 2. The significant advantages seen in Year 3, Year 5, and the core subjects in Year 6 demonstrate that the school's strategies to support disadvantaged

pupils are effective. These results are indicative of a strong commitment to equity and high expectations for all pupils, ensuring that disadvantaged pupils thrive academically.

3. Attendance rates are improved

Whole school attendance for the academic year 2023/24 was 94% (compared with 94.5% nationally). Attendance of disadvantaged pupils was also 94%. Persistent absence for 2023/24 was 13% (compared with 15.1% nationally). Persistent absence of disadvantaged pupils was also 13% whereas the persistent absence of not disadvantaged pupils was 14%. Attendance is improving year on year. The fall in attendance rates since the pandemic has mirrored the national picture.

- Attendance is 0.5% below the available national average.
- Persistent absence remains significantly lower than the national average.
- Attendance has significantly increased since last year.
- Persistent absence has continued to fall.

4. Pupils access a range of activities during the school day and beyond, which support the gaining of cultural capital through first-hand experiences

Pupils have access to a diverse range of activities both during the school day and beyond, designed to enhance their cultural capital through rich first-hand experiences. Music plays a central role, with opportunities for instrumental tuition, elective programs, performances, singing assemblies, choir, and opera workshops fostering appreciation and participation. Trips and experiences such as residential, theatre visits, ballet workshops, fieldwork in the Peak District, author visits, and excursions to Shakespeare's Stratford bring learning to life. Engagement with the LAMDA program develops pupils' confidence and communication skills through the study of poetry and prose. Additionally, we offer a wide array of sporting opportunities, ensuring high levels of participation and promoting physical well-being alongside teamwork and resilience.

5. Pupils benefit from additional support for social, emotional and behaviour needs

The school's pastoral support system includes targeted programmes such as myHappymind, 'Happy to Be Me,' and 'Cloud 9,' which are designed to build social skills, boost confidence, and provide additional support where needed. These initiatives are further enhanced by the work of our dedicated pastoral team, who deliver tailored 1:1 and group sessions to address specific social, emotional, and behavioural needs. Alongside this, the curriculum—particularly through PSHE, PE, science, and computing—teaches pupils essential life skills such as maintaining a healthy diet, staying active, staying safe online, and prioritising their mental well-being. Within PSHE lessons, pupils also learn about healthy relationships and protected characteristics, equipping them with the knowledge, resilience, and empathy to thrive both personally and socially.

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
Not Applicable	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not Applicable
The impact of that spending on service pupil premium eligible pupils