

# Pupil premium strategy statement – West Croft 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	411
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governors
Pupil premium lead	Christina Geeson
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,820 disadvantaged £26, 300 – PLAC £7,920- CIC £350- Service Child £319,390 - Total
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0.00
<b>Total budget for this academic year</b> <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>	£319, 390

# Part A: Pupil premium strategy plan

## Statement of intent

At West Croft school we are committed to ensuring that disadvantaged pupils have opportunities to overcome barriers to learning, achievement and wider personal development and our pupil premium strategy is designed to make this possible.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the highest possible standards and understand how access to high quality teaching and learning is the driver for this. We have identified a broad range of challenges faced by vulnerable pupils' challenges faced by vulnerable pupils, such as those who have a social worker, young carers or those receiving support from other agencies. The activity in this strategy is intended to support the needs of all groups of learners, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, we understand that this has 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. We will employ a variety of strategies including high-quality teaching, targeted support and a broad range of wider strategies to support the academic progress of our pupils in addition to supporting their mental and physical wellbeing to ensure disadvantaged pupils narrow the gap of their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessment, observations and discussions suggest disadvantaged pupils generally have greater difficulties within reading than non-disadvantaged peers.</p> <p>Internal and external data indicates that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>End of key stage data indicates that disadvantaged pupils are not making expected progress at the end of KS2, particularly in relation to non-disadvantaged pupils. A difference of 9.9% in reading and 11% in maths.</p>
2	<p>Our assessments, observations suggest that disadvantaged children make less progress than their non-disadvantaged peers and sitting on 50% phonics pass rate.</p>

	<p>Improve the percentage of pupils passing the phonics screening test at the end of Y1.</p> <p>Phonics whole cohort: '23- 82%, '24- 78%, '25- 64%</p> <p>Phonics PP cohort: '23- 75%, '24- 83%, '25- 50%</p>
3	<p>Improve adaptive teaching to promote good progress for all</p> <p>Observation and assessment inform us that disadvantaged pupils find it challenging to access learning independently in class. A high number of pupils are doubly disadvantaged and 86 children (21%) also have SEND. This can be as a result of a number of identified barriers.</p>
4	<p>Our attendance data over the last year indicates a decline in overall school attendance from 94% to 93.4%</p> <p>28% of disadvantaged pupils have been 'persistently absent' compared to 1% of their peers in during 2023-24 and 31% during 2024-25 compared to 1% of their non peers. Our assessments and observations indicate that our disadvantaged pupils have a high absent rate than their non-disadvantaged peers.</p>
5	<p>To design a culture to optimise pupil behaviour and consistently apply the behaviour policy. Assessment, observations and discussions with pupils, staff and parents have indicated that the new behaviour policy needs to be fully embedded in school culture. Whilst there have been no permanent exclusions since 2022. There have been 21 suspensions in 24/25.</p>

## 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 writing attainment for disadvantaged pupils, including at the end of KS2	KS2 writing outcomes in 2025/2026 and beyond show more that 45% of disadvantaged pupils meet the expected standard.
Improve the percentage of pupils passing the phonics screening test at the end of Y1.	Our Y1 phonics children to achieve 80%-85% and our Y2 who didn't pass to achieve 95%. PP children to close the phonics gap from the previous year and be in the 80%+
Improved reading attainment for disadvantaged pupils, including at the end of KS2	KS2 reading outcomes in 2025/2026 and beyond show more than 65% of disadvantaged pupils meet the expected standard which is line with their peers.
To ensure the needs all children in school are met through adaptive teaching.	Teaching staff will adapt their teaching to meet the needs of all pupils. Pupils will

	make expected progress from their individual starting points.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced.</li> <li>• Reduce the amount of PP children who are PA by 10%.</li> </ul>
To achieve and sustain improved behaviour and wellbeing for all pupils, particularly our disadvantaged pupils.	Improved levels of behaviour and wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in CPOMs behaviour incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• A high proportion of children with SEMH.</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (Test base).  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a>	1, 2  Test Base costing: <b>£395</b>
Improvement of our writing teaching and		1, 3

<p>curriculum planning in line with guidance.</p> <p>We will fund subject leader release time to access CPD, develop key elements of guidance in school and monitor the impact on teaching and learning.</p> <p>We will fund ongoing CPD for all staff in key elements of guidance and training to secure good progress.</p>	<p><a href="#">Telling the story: the English education subject report - GOV.UK</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	<p>E-grade TA to release subject leaders for CPD or monitoring- <b>£10,660.92</b></p>
<p>Improvement of our reading teaching and curriculum planning in line with guidance.</p> <p>We will fund subject leader release time to access CPD, develop key elements of guidance in school and monitor the impact on teaching and learning.</p> <p>We will fund ongoing CPD for all staff in key elements of guidance and training to secure good progress.</p> <p>Use of Nessy to support children identified as needing specific support.</p> <p>Introduce support staff to close the gaps in curriculum.</p>	<p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">The reading framework - GOV.UK</a></p> <p><a href="#">Developing a whole-school reading environment for primary schools   National Literacy Trust</a></p> <p><a href="#">High expectations and challenge for all: Selected reading : My College</a></p> <p><a href="#">Reading For Pleasure Research   National Literacy Trust</a></p>	<p>2</p> <p>Cost of six TAs- C grade £24,344.16 x6 = <b>£146,064.96</b></p> <p>Cost of D-grade x1 <b>£28,227.12</b></p> <p>Nessy <b>£500</b></p>
<p>Improve adaptive teaching to ensure all children make good progress in lessons and over time with regular and ongoing CPD.</p>	<p>The evidence which informed the EEF's <a href="#">‘Special Education Needs in Mainstream Schools’ guidance report</a> indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.</p>	<p>1, 2, 3</p>

	<p><a href="#">EEF blog: The Five-a-day approach: How the EEF can support   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Rosenshine’s 10 research based principles of instruction. Principles which derive from cognitive research in science, research on master teachers and research on cognitive supports for learning.</p> <p><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</a></p> <p>Teaching WalkThrus are evidence based teaching strategies rooted in a deep understanding of how learning works <a href="#">How Does It Work — Teaching WalkThrus   Multi-Platform Teaching Tools &amp; Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars   Oliver Cavigioli - Tom Sherrington   UK</a></p>	
<p>Improve attendance and decrease number of persistent absentees through purchasing tracker and reporting services, developing and embedding a walking bus, regular planning and review meetings, parent meetings and prompt follow up.</p> <p>Using incentives to engaged pupils into school setting.</p>	<p>Pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p><a href="#">RISE attendance improvement - GOV.UK</a></p> <p><a href="#">Attendance toolkit for schools.pdf</a></p>	<p>1, 2, 4, 5</p> <p>Incentives- <b>£200</b></p> <p>Attendance officer- <b>£7995.69</b></p>
<p>Develop and embed a relational and restorative school culture and approach to behaviour management. Through ongoing CPD, teacher attendance on NPQs and collaborative working with</p>	<p>“Schools where children achieve well and enjoy their learning are those where relationships are at the centre of all they do.”</p> <p><a href="#">Quick guide to developing relational practice and policy - Support for schools and settings (devon.gov.uk)</a></p>	<p>4</p> <p>Boxall assessment - <b>£325</b></p> <p>CPOMs - <b>£995</b></p>

<p>Educational Psychologists.</p> <p>Use of assessment processes and targeted support- boxalls and termly CPOMs data to track behaviour.</p> <p>Due to high number of PP with have a DDSL who supports with families with majority of PP- also includes supporting with attendance.</p>		<p>Behaviour specialist D-grade TA- <b>£28,227</b></p> <p>DDSL- E grade TA <b>£31,982.76</b></p>
<p>Develop and embed a new phonics programme. Through ongoing support from RWI specialist who coach our team and help to embed new programme with ongoing CPD. Includes subscriptions, resources and specialist TA.</p> <p>Phonics lead training to support with coaching other members of the team.</p>	<p><a href="#">Phonics - Ruth Miskin Literacy</a></p> <p><a href="#">DfE Reading Framework: takeaways for Read Write Inc. Phonics</a></p>	<p>2, 3</p> <p><b>Total cost: £40,451</b></p>
<p>Develop and embed a coaching culture and approach to staff professional development. Through ongoing CPD, DHT collaborative working with senior leaders on coaching.</p>	<p><a href="#">Effective Professional Development   EEF</a></p> <p><b>Evidence</b> suggests that instructional <b>coaching</b> is one of the most effective forms of continuous professional development (CPD) for teachers and school leaders. Instructional <b>coaching</b> combines granular goals, targeted feedback and rehearsal.</p> <p><a href="#">Supporting schools to maximise the impact of instructional coaching   Ambition Institute</a></p> <p>Raise standards of teaching by harnessing your staff's own potential, and help your teachers to successfully coach each other.</p> <p><a href="#">Coaching for teaching and learning: a practical guide for schools - GOV.UK</a></p>	<p>1,2</p> <p>Steplab programme <b>£2,395</b></p>

		<b>Total from this section: £298,419.45</b>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions through volunteers	<p>Targeted interventions for key children assessed as off track. Volunteers support the aim of school to ensure all pupils have the opportunity to read with an adult 1-2-1</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	2
Forest School, PE and SALT provision	<p>Including after school clubs</p> <p>SALT provision to support PP children</p>	<p>1, 2, 3, 4, 5</p> <p><b>Forest School: £4,940</b></p>
		<b>Total from this section: £4,940</b>

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

Budgeted cost: £15,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops to engage parents	EEF research suggests parental engagement has a positive impact on	1, 2, 3, 4, 5

	average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	
Learning mentor support for identified pupils	EEF research suggests 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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	1, 2, 3, 4, 5
Other	Other allocated funds for 24/25 FY  Hot chocolate  Bagels/breakfast clubs  Breakfast/Afterschool club support for low income families  Trips – reduction in cost for PP families  Y6 activities week and events – reduction in costs for PP/struggling families	1, 2, 3, 4, 5
		<b>Total from this section: £15,067.13</b>

**Total budgeted cost: £319,390**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

	Whole School			Pupil Premium		
Attendance	93.6%			91.3%		
EYFS GLD	51.8%			43%		
Y1 Phonics	64.4%			50%		
Y4 MTC	Average score 12/25			Average score 11/25		
KS2 SATs	65.5%	41.7%	52.4%	60%	40%	43%
	R	W	M	R	W	M

To help us analyse the performance of our disadvantaged pupils we compared whole school data to the results of disadvantaged pupils (though these comparisons are to be considered with caution given ongoing pandemic impacts). The data demonstrated that the disadvantaged pupils continue to fall behind the rest of the school and that more work is to be done to close the gap between the disadvantaged and non-disadvantaged pupils.

Reflection of this informs us that, the performance of our disadvantaged pupils did not meet expectations. We have reviewed our approach and started the academic year (2024-25) and planned CPD for all staff to help narrow this disadvantage gap. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.