

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	West Hill Primary
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	15 / 213 = 7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rob Pantling
Pupil premium lead	Rob Pantling
Governor / Trustee lead	Iain Grafton MBE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,120
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	£14120

Part A: Pupil premium strategy plan

Statement of intent

Intent

Leaders at West Hill Primary School are committed to ensuring progress and achievement for all pupils, including those eligible for additional funding, and expect all members of the school community to share this commitment.

<https://educationendowmentfoundation.org.uk/using-pupil-premium> states:

A wide, persistent gap in achievement separates children who grow up in poverty from their better off peers. The attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary and doubles again by end of secondary. A key focus of your Pupil Premium strategy should be to intervene early to prevent gaps from growing. Education impacts more than just jobs. Higher achievement is also tied to better health and well-being throughout our lives beyond education.

In line with this report, school leaders at West Hill intend to engage critically with evidence as we develop our strategy for the 2025-2026 academic year and beyond.

Our ultimate objective is that all barriers to learning for disadvantaged pupils are addressed, and addressed early, so they are best-equipped for their learning now and in their next setting. All pupils eligible for PPG funding are 'priority readers' at West Hill Primary. Little Wandle intervention/catch-up addresses gaps in this essential area of learning.

This pupil premium strategy plan works to address the 5 challenges faced by these pupils. It also recognises the challenges unique to forces pupils and their families.

The key principals of the plan are that: money must be well-spent and provide value-for-money; funding must be used with the pupils' best interests in mind; activity must have proven impact; provision must be sustainable; activity must not to the detriment of disadvantaged or other pupils; intervention to support pupils is as early as possible .

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing/belonging, mental health and safeguarding concerns, including those linked to finance
2	Attendance
3	Access to extra-curricular provision – financial barriers
4	Academic outcomes and progress
5	Specific to Forces Pupil Premium – impact of family mobility or parental absence

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
Support and improve pupil wellbeing and mental health	Pupil voice shows pupils feel happy at school A wide offer of appropriate pastoral support consistently meets pupil needs Pupils are able to voice personal issues in a supportive, nurturing environment Safeguarding concerns are addressed in line with the school's robust processes Pupils feel a sense of belonging – included and engaged in school life
Pupil premium attendance is in line with school target	Pupil Premium attendance is above national average and ideally attendance is above 97.5% (school target)
Pupils access a range of clubs and extra-curricular activities to provide a range of life experiences	Subsidy for events such as residential trips, clubs etc. allows all pupils to access these opportunities regardless of financial situation Sign-posting/allocation of places for select events based on specific criteria, including PPG eligibility Where appropriate, prioritisation for some curriculum events will be given to pupils eligible for PPG

Pupils achieve well and make good or better progress across the curriculum	Intervention is led by accurate assessment information, with appropriate analysis to identify issues Additional reading provision ensures pupils read widely and often, and for pleasure Pupils make good progress and achieve well, with a focus on early intervention.
	Pupils make expected or better progress from relative starting points, e.g., from prior Key Stage Pupils access a range of enrichment activities across the curriculum, e.g., inter-school events, leading to excellent progress and outcomes Specific intervention with proven track-record of impact closes gaps and raises attainment Staff deployment facilitates learning and improved outcomes Barriers to progress are addressed through targeted support

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of reading provision, including developing the school library, priority reading time, librarian support	Reading is an essential skill in order to access the wider curriculum. Some book stock in the current library still requires replenishment. A library at the heart of the school will overcome any barriers to accessing such services out of school.	4
Proportion of DHT salary to oversee PP provision	10% of DHT per week is dedicated to supporting PPG pupils	1,2,3,4,5
Selection for sporting activities	Impact of planned events is to: Develop character and life skills (building resilience, determination) Develop fundamental skills (Locomotor, Stability, Manipulative) Learning positive habits Develop and improve physical fitness – activities to improve physical health (Cardiovascular, flexibility, body composition, Muscular Strength and Muscular Endurance)	1,3,4

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and group phonics intervention in KS1	Gaps identified in pupil skills through Little Wandle Assessments. Proven track record of phonics data progress through internal testing using Little Wandle. (see internal school records)	4

1:1 support in class	Pupil requires academic support and personalised provision. Pupil requires brain-breaks. Pupil is succeeding with this support.	1,4
Priority reader	All pupils benefit from additional reading support, regardless of attainment starting point	1,4
Little Wandle Phonics Catch up and resources	Landing assessments and ongoing teacher assessment evidence	1,4

1:1 regular check-ins with PPG lead	Such pupils' profile is high within the school, and must be regularly monitored	1,4
Pupil Progress Meetings, including staff cover	EEF research shows the positive impact of monitoring of pupil progress and being proactive in support pupils	1,2,3,4

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

Budgeted cost: £2120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise residential trip and other clubs	Some events inaccessible without this support – parent voice supports this	3
Subsidise/provide uniform/stationery	Highlighted pupils do not have required clothing / equipment for school. Aids sense of belonging and access to learning	1,4
Sign-post appropriate support e.g., young carers; out-of-school activities offering places for eligible pupils, e.g., sporting events over school holidays, outside providers during term time.	Complex needs of some eligible pupils. Some parents/pupils require respite. Some pupils would otherwise not access such activities.	1,3,4

Drawing and Talking Therapy intervention	Internal records support this	1,2,3,4,5
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Total budgeted cost: £14120

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 2024-2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024-2025 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments. Relatively small numbers of pupils in the school are eligible for PPG, so individual data is not published in this report to avoid identifying individual pupils.

The progress of all pupils, including those eligible for Pupil Premium funding, is examined regularly by members of the school's Senior Leadership Team (SLT). Any pupils needing help to 'keep up' or 'catch up' with age-related expectations will be identified, and additional support provided where appropriate and where school resources allow. This could lead to the purchase of additional resources to support their learning, or change staff deployment to provide additional focused teaching sessions on specific areas of development for the child in question. This support is captured in the class provision map, and impact of these actions is reviewed regularly.

100% of pupils at the end of Key Stage 2 eligible for Pupil Premium funding not on the SEND register achieved the expected standard in Reading, Writing and Maths. These children benefited from targeted teacher and teaching assistant support.

Across upper Key Stage 2, 100% of pupils eligible for PPG funding were Teacher Assessed as working at the expected standard in Reading, Writing and Maths, with some working at Greater Depth.

Those on the SEND register make good progress thanks to targeted support and scaffolded work pitched to their needs. Pupils who also generate additional funding due to SEND see this money used in conjunction with the PPG (Pupil Premium Grant) to further enhance and personalise their provision, including 1:1 or small group support where appropriate.

Elsewhere in the school, additional small-group and 1:1 support for some eligible pupils helped them improve their reading, as seen in their individual Year 1 Phonics Screening Check scores.

Pupils eligible for PPG funding and supported throughout 2024-2025 reported in November 2025 that they enjoyed school, and had good relationships with their teacher. They could all give examples of something they had achieved in school which they were proud of, including writing, maths, and art work.

The school has provided support in funding daytime and overnight (residential) educational visits, in order to ensure these pupils access such opportunities.

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
Little Wandle Letters and Sounds revised	Collins (Validated by DfE)
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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?	Targeted intervention where appropriate, including pastoral and academic Facilitating naval visits linked to British Values
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral support and help mitigate the negative impact of family mobility or parental deployment. These pupils attain well and make at least expected progress. See internal PIRA/ PUMA/ Young's Spelling/Little Wandle/SATS/Teacher Assessment information.