

Pupil Premium Strategy Statement: West View Primary School

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	West View Primary School
Number of pupils in school	385 R-Y6
Proportion (%) of pupil premium eligible pupils	70%
Academic year that our current pupil premium strategy covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lauren Furness
Pupil Premium Lead	Lauren Furness

Funding overview

Detail	
Pupil premium funding allocation this academic year	£457, 295

Part A: Pupil Premium Strategy Plan

Statement of intent

At West View Primary School, our vision is for all pupils to ☆ Dream Big. Aim High. Shine Bright. ☆ In order to ensure that they realise this vision, our moral purpose as school leaders is to therefore ensure that we remove any barriers that our pupils may face as a result of their disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	High levels of SEMH needs We recognise that in order to be at their best and ready to learn, pupils need to first and foremost be emotionally and mentally healthy and well. As a school, we therefore need to ensure that we have a proactive curriculum, which teaches children about positive mental health and wellbeing. We also need the provision available to be able to respond to instances of mental ill health. Providing our own support services in school reduces the need for pupils to experience lengthy wait times within external services, meaning that they can access the support that they need, when they need it.
2	Poor Oral Language and Communication Skills Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils - this is especially apparent in the Early Years. It is recognised that a lack of ability to communicate effectively can also lead to SEMH difficulties.
3	Low levels of attainment at the end of KS2 There is a need to improve attainment at the end of KS2 for all pupils, including those who are disadvantaged, so that they are better prepared for the next stage of their education. It is recognised that in order to address this challenge, there needs to be a focus on high quality early education because this establishes the foundations for future success.
4	Lack of experiences beyond their own school community Disadvantaged pupils have limited life experiences. This in turn impacts upon their spoken language and vocabulary, aspirations and wider understanding of the world.

Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved emotional wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent questionnaires, teacher observations • Improved scores demonstrated within SDQs completed by staff, pupils and their parents/carers
Improved oral language skills and vocabulary amongst disadvantaged pupils - including those in EYFS	Assessments and observations indicate improving oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment. The % of children achieving a Good Level of Development by the end of Reception continues to improve and disadvantaged pupils achieve equally as well as their non-disadvantaged peers.
Improved attainment at the end of KS2	KS2 outcomes show improvement and illustrate that progress and attainment for disadvantaged pupils is broadly in line with that of disadvantaged pupils nationally.
<p>Access to a broad range of experiences beyond the school and the local community</p> <p>We allocate pupil premium funding here to ensure quality of opportunity for all.</p>	<p>An increasing range of trips, visits and wider experiences are being provided year on year as part of our school 'pledges' - to include:</p> <ul style="list-style-type: none"> - The provision of residential activities in Years 4, 5 and 6 - A dedicated visit to a place of worship for each year group in order to broaden their cultural and religious appreciation, knowledge and understanding - Annual Christmas pantomime <p>Qualitative data is collected via pupil/parent voice</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding in order to address the challenges listed above.

Teaching - for example, CPD, recruitment and retention

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to support increasing level of need in Nursery (EYFS)	£55, 830	EEF: the average impact for reducing class size is around 2 months additional progress over the course of an academic year. Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2
TLR 3 (temporary) - this is for a member of staff to lead on Speech, Language and Communication Needs (SLCN) across the school	£2000	EEF: financial incentives are the best evidenced strategy for attracting teachers to schools Recruiting, Retaining, and Supporting Teachers - Evidence Summary Education Endowment Foundatio	2
Total: £57, 830			

Targeted academic support - <i>for example, tutoring, one-to-one support, structured interventions</i>			
Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant 1.0 (Band 5) to provide Little Wandle 'Rapid Catch Up'+ Little Wandle fluency interventions in KS2	£28,929	EEF: Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Teaching Assistant 0.5 (Band 7) to provide Little Wandle 'Keep Up' intervention in KS1	£14, 625.50	EEF: Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3) TA Recommendations Summary.pdf (d2tic4wvo1iusb.cloudfront.net)	
Band 7 Teaching Assistant for afternoon sessions in Reception - <i>this allows us to release x1 Reception class teacher to deliver Little Wandle 'keep up' sessions to those pupils identified as needing additional support with learning to read</i>	£13, 063.50	Strong foundations in the first years of school - GOV.UK	
Teaching Assistant to deliver Early Talk Boost in Nursery	£13, 533.50 - this is costed at 0.5 due to intervention not taking place all day, every day	EEF: On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Communication and language approaches EEF	2
Lexia	£3660 - this cost represents the average spend for licenses across 1 year	Beginning in Y3, all children access Lexia until a point when they are ready to progress to ReadingPlus which has a greater focus on reading fluency and comprehension. Lexia Reading Core5® EEF	3

ReadingPlus	£2504.16 - this cost represents the average spend for licenses across 1 year + £1320.69 for additional licenses to roll out = £3824.85	EEF: Involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3
Educational Psychology package	£19, 755 = 36 sessions of support across the academic year	England Educational Psychology Role based on the Currie Matrix (NAPEP, 2025) Educational psychology services: workforce insights and school perspectives on impact Educational Psychology services work to support the most vulnerable children and young people, and those with the most complex needs. The service may involve one to one work with children and young people and their parents/carers as well as work with school staff as part of their continuous professional development.	1, 2, 3
Focused sensory assessments for pupils 1:1 + the purchase of any resources or treatment recommended within their reports	Up to £10, 000	Some pupils can present with high levels of anxiety, be easily distressed or appear to find it difficult to self-regulate. They may also be particularly sensory seeking and find it difficult to engage with classroom learning for any length of time. A sensory assessment can help to fully analyse and explore these behaviours, equipping staff with the knowledge and sensory tools to support improved regulation and engagement with classroom learning.	1
Total: £107, 391.35			

Wider strategies - for example, related to attendance, behaviour, wellbeing			
Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
ABC Therapy Services package - up to 25 sessions per week - this includes therapists who can	£42,743.08	EEF: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent	1, 3

offer CBT, play therapy, counselling, group work as well as staff support and supervision		peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	
ELSA provision x5 afternoons per week - provision of an Emotional Literacy Support Assistant (ELSA) at Band 5 for 0.5 per week	£13, 781.50	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1, 3
Provision of West View Project development groups + Year 4 camping residential	£14, 364	Outdoor adventure learning EEF	1, 2, 4
Subsidising residential activities for Years 5 and 6 + additional trips and visits (including KS1/2 pantomime and visit to a place of worship for each year group - as per RE roadmap)	£32, 235	Outdoor adventure learning EEF Arts participation EEF	4
The school employs an Inclusion Manager and x2 Inclusion Assistants to support attendance, behaviour and wellbeing across the whole school	£54,000 + £34, 079 x2 = £68, 158 = £122, 158	EEF: Improving attendance is a multifaceted mission, requiring different approaches in different contexts. Supporting attendance EEF	1
myHappyMind - programme purchase for the whole school from 2YO provision through to Y6 (to also include staff wellbeing and parent access). This takes the form of dedicated lessons, which are incorporated into the school's wider PSHE curriculum. Staff can complete linked CPD and	£4,999	EEF: <i>Use a planned series of lessons to teach skills in dedicated time.</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. Social and emotional learning EEF	1, 3

parents will have access to information through the dedicated parent app.			
Total: £230, 280.58			

Taking into account our school context, we also use some of our pupil premium funding to help support families with the cost of school uniform by providing all children with a free school sweatshirt at the start of every academic year as well as a free PE hoody. Whilst the evidence base for this in terms of attainment is weak, this initiative is to be considered as part of our wider pastoral offer which is essential support for families given the level of deprivation of the school community - as evidenced by our IADCI data. [School uniform | EEF \(educationendowmentfoundation.org.uk\)](http://School%20uniform%20|%20EEF%20(educationendowmentfoundation.org.uk))

Based on an approximate figure of £12.50 per sweatshirt x approximately 485 pupils = £6062.50

The school will also purchase a PE hoody for every child from Reception through to Year 6 - 385 x £13 = £5, 005

It is accepted that where new children arrive outside of the September start to the school year, school sweatshirts and hoodies will also be provided and therefore there is a contingency of £1000 to allow for this.

Teaching	£57, 830
Targeted academic support	£107, 391.35
Wider strategies	£230, 280.58
School uniform	£12,067.50
Total budgeted cost:	£407, 569.43
<u>£457, 295 - £407, 569.43 =</u>	
<u>£49, 725.57 remaining</u> - <i>this remaining funding is used to contribute to the provision of school leaders having an increase in non-class based time to support the delivery of the activities set out within this strategy - this relates to a non-class-based Deputy Headteacher (0.8) and non-class-based Assistant Headteacher (who is also the SENCO) (0.6)</i>	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS 2023-2025 - Good Level of Development Analysis & Three Year Average

GLD NAT Avg		2023			2024			2025			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. Pupils		27	23	50	25	23	48	35	24	59	87	70	157
SCH DIS	School PP	19	14	33	18	14	32	16	9	25	53	37	90
	SEN	6	2	8	9	3	12	5	1	6	20	6	26
	EAL	1	1	2	0	0	0	0	0	0	1	1	2
	LAC	0	1	1	2	0	2	0	0	0	2	1	3
GLD	School PP	52.6%	71.4%	60.6%	55.6%	71.4%	62.5%	68.8%	66.7%	68.0%	58.5%	70.3%	63.3%
	NAT Other	65%	78%	72%	65%	79%	72%	66%	79%	73%	66%	79%	73%
	NAT All Pupils	61%	74%	67%	61%	75%	68%	62%	75%	68%	62%	75%	68%
	NAT PP	44%	60%	52%	43%	60%	52%	44%	59%	51%	44%	60%	52%

Good Level of Development (GLD)	School								NATIONAL		
	2023		2024		2025		3yr Avg.		2023	2024	2025
	No.	%	No.	%	No.	%	No.	%	%	%	%
All Pupils	50	60%	48	65%	59	73%	157	66%	67%	68%	68%
Boys	27	56%	25	52%	35	71%	87	61%	61%	62%	
Girls	23	65%	23	78%	24	75%	70	73%	74%	75%	75%
Pupil Premium	33	61%	32	63%	25	68%	90	63%	52%	52%	51%
Non-Pupil Premium	17	59%	16	69%	34	76%	67	70%	72%	72%	73%
SEN	14	29%	14	29%	16	75%	44	45%	20%	20%	21%
Non-SEN	36	72%	34	79%	43	72%	113	74%	74%	76%	77%
PP & SEN	8	38%	12	33%	6	83%	26	46%			
EAL	4	75%	2	100%	2	50%	8	75%	62%	64%	65%
Non-EAL	46	59%	46	63%	57	74%	149	66%	69%	70%	70%

Phonics Screening 2023-2025 - the expected standard - 32 out of 40

ADASTRA West View Primary	2023			2024			2025			3YR Total / Avg.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	27	29	56	29	24	53	26	22	48	82	75	157
% Achieving expected standard	74.1	96.6	85.7	82.8	75.0	79.2	76.9	90.9	83.3	78.0	88.0	82.8
Average Score	29.6	35.8	32.8	31.0	30.5	30.8	30.8	33.6	32.1	30.5	33.3	31.9
Number achieving the expected standard	20	28	48	24	18	42	20	20	40	64	66	130
Number not achieving the expected standard	7	1	8	5	6	11	5	2	7	17	9	26
Number not assessed (Absent / Disapplied)	0	0	0	0	0	0	1	0	1	1	0	1
National / The School Data Company - Average	2023			2024			2025			3YR Total / Avg.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NATIONAL % achieving expected standard	76	82	79	77	84	80	76	84	80	76	83	80
TSDC % achieving expected standard	75	83	79	77	85	81	76	85	81	76	84	80
TSDC average score	30.9	33.2	32.0	31.2	33.6	32.3	31.2	33.6	32.4	31.1	33.4	32.2

School Pupil Premium vs National - Phonics Screening 2023-2025 - Three Year Average

ADASTRA West View Primary		2023			2024			2025			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	27	29	56	29	24	53	26	22	48	82	75	157
School PP Cohort	School Pupil Premium	17	24	41	22	16	38	18	14	32	57	54	111
	SEN	6	4	10	9	2	11	7	4	11	22	10	32
	EAL	1	1	2	3	1	4	0	1	1	4	3	7
	LAC	0	2	2	0	2	2	2	0	2	2	4	6
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School PP	88.2%	95.8%	92.7%	81.8%	87.5%	84.2%	77.8%	85.7%	81.3%	82.5%	90.7%	86.5%
	National NonPP	80%	86%	83%	81%	87%	84%	80%	87%	84%	80%	87%	84%
	National All Pupils	76%	82%	79%	77%	84%	80%	76%	84%	80%	76%	83%	80%
	National PP	62%	71%	67%	63%	74%	68%	61%	72%	67%	62%	72%	67%

Pupil Premium Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2023			2024			2025			3yr Avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils		32	27	59	29	24	53	26	21	47	87	72	159
School	Pupil Premium	24	20	44	23	20	43	21	18	39	68	58	126
Pupil Premium pupils characteristics:	SEN	11	2	13	11	5	16	13	5	18	35	12	47
	EAL	2	1	3	0	0	0	1	1	2	3	2	5
	LAC	0	0	0	1	0	1	0	3	3	1	3	4
GPS* TEST	School PP	58%	60%	59%	48%	60%	53%	52%	50%	51%	53%	57%	55%
	National NonPP	74%	82%	78%	75%	81%	78%	75%	82%	79%	75%	82%	78%
	National All	68%	77%	72%	69%	76%	72%	69%	77%	73%	69%	77%	72%
	National PP	54%	64%	59%	54%	64%	59%	55%	65%	60%	54%	64%	59%
READ TEST	School PP	63%	55%	59%	52%	80%	65%	57%	61%	59%	57%	66%	61%
	National NonPP	76%	81%	78%	77%	83%	79%	78%	83%	81%	77%	82%	79%
	National All	70%	76%	73%	71%	78%	74%	72%	78%	75%	71%	77%	74%
	National PP	57%	63%	60%	58%	67%	62%	60%	67%	63%	58%	66%	62%
MATHS TEST	School PP	67%	60%	64%	70%	60%	65%	57%	50%	54%	65%	57%	61%
	National NonPP	80%	79%	79%	80%	79%	79%	81%	80%	80%	80%	79%	79%
	National All	73%	72%	73%	74%	73%	73%	75%	73%	74%	74%	73%	73%
	National PP	59%	58%	59%	58%	60%	59%	61%	60%	61%	59%	59%	60%
WRIT TA	School PP	71%	70%	70%	70%	75%	72%	52%	83%	67%	65%	76%	70%
	National NonPP	71%	83%	77%	72%	84%	78%	73%	84%	78%	72%	84%	78%
	National All	65%	78%	71%	65%	78%	72%	66%	78%	72%	65%	78%	72%
	National PP	51%	66%	58%	66%	51%	58%	52%	67%	59%	56%	61%	58%
RWM** TEST (Read / Maths) TA (Writ)	School PP	54%	50%	52%	48%	55%	51%	38%	50%	44%	47%	52%	49%
	National NonPP	63%	70%	66%	64%	71%	67%	66%	72%	69%	64%	71%	67%
	National All	56%	63%	59%	57%	64%	61%	59%	65%	62%	57%	64%	61%
	National PP	41%	47%	44%	42%	49%	45%	44%	51%	47%	42%	49%	45%

Attendance

ADASTRA West View Primary 2023/2024

% Overall Absence	% Attendance	% Persistent Absence
5.5%	94.5%	15.2%
% Permanent Exclusions	% Suspension Rate*	% 1+ Suspensions
0.0%	2.2%	1.1%

Income Deprivation Affecting Children Index (IDACI) by ATTENDANCE

The DfE provide information on overall and persistent absence by IDACI deprivation. The latest data is for 2023/2024 academic year. This shows the impact of deprivation on attendance and persistent absences.

Primary **Overall Absence** 5.5% (Attendance 94.5%)

Primary **Persistent Absence** 14.6%

Data Source: <https://explore-education-statistics.service.gov.uk/data-tables/pupil-absence-in-schools-in-england/2023-24>

PRIMARY		DfE Attendance Data			IDACI School	
		2023/2024 National Averages			November - 2025	
Decile	Decile Description	% Overall Absence	% Attendance	% Persistent Absence	Pupils	IDACI %
1	10% Most Deprived	6.8%	93.2%	21.2%	301	67%
2	10% to 20%	6.3%	93.7%	19.0%	111	25%
3	20% to 30%	6.1%	93.9%	17.2%	22	5%
4	30% to 40%	5.8%	94.2%	15.6%	3	1%
5	40% to 50%	5.5%	94.5%	14.1%	0	0%
6	50% to 60%	5.2%	94.8%	12.7%	3	1%
7	60% to 70%	4.9%	95.1%	11.3%	0	0%
8	70% to 80%	4.7%	95.3%	10.0%	4	1%
9	80% to 90%	4.5%	95.5%	9.1%	4	1%
10	10% Least Deprived	4.2%	95.8%	7.7%	0	0%
PRIMARY NATIONAL 2023/2024		5.5%	94.5%	14.6%	448	
PRIMARY NATIONAL 2024/2025*		5.2%	94.8%	13.5%		

*2024/2025 not published national statistics (data from DfE live attendance)