



# PUPIL PREMIUM STRATEGY

2025

# 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Western Downland CE VA Primary School
Number of pupils in school	159 (including Nursery)
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Alice Tubbs
Pupil premium lead	Alice Tubbs
Governor / Trustee lead	Sheree Cumming

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,635

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Vulnerabilities &amp; other needs</b> 50% of children eligible for Pupil Premium are either SEND, have an EHCP, are LAC/PLAC or known to Children's Services.
2	<b>Gaps in Knowledge &amp; Understanding of Curriculum Content</b> Our observations, internal assessments and conversations with pupils and staff suggest that some children eligible for Pupil Premium have poor reading comprehension, reading resilience (ability to sustain an effective reading focus for longer periods and at greater speed, particularly of more challenging texts) and are less likely to read at home compared to children not receiving Pupil Premium funding. This impacts negatively across the curriculum impeding access. Our observations, internal assessments and conversations with pupils and staff suggest that some children eligible for Pupil Premium struggle to retain number facts and require over learning of key concepts. Lack of conceptual understanding inhibits the ability to reason mathematically. Our observations, internal assessments and conversations with pupils and staff suggest that some children eligible for Pupil Premium have gaps in their phonetic knowledge (including spelling) and struggle to maintain writing stamina (ability to

write extended pieces and maintain writing form, purpose and audience).
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3	<b>Vocabulary &amp; Oracy</b> Our observations, conversations and baseline assessments demonstrate that some children eligible for Pupil Premium have poor vocabulary & oracy.
4	<b>Wider Opportunities</b> Our observations and conversations demonstrate that some children eligible for Pupil Premium have limited extended opportunities e.g. learning a musical instrument, participation in charged clubs, visits that broaden horizons and capture interest.
5	<b>Attendance</b> Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 1.5-3.9% lower than for non-disadvantaged pupils. 16.7-33% of disadvantaged pupils have been 'persistently absent' compared to 10.5-14.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	<b>Social &amp; Emotional wellbeing</b> Our assessments (including an increase in ELSA referrals), observations & discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect pupils receiving Pupil Premium funding and others with wider vulnerabilities. 22 pupils (3 of whom are disadvantaged) received targeted emotional literacy support last academic year.
7	<b>Learning Behaviours</b> Our observations, internal assessments and conversations with pupils and staff suggest that some pupils' (including those eligible for Pupil Premium funding and those with wider vulnerabilities) learning behaviours impact on their ability to access the curriculum, sustain challenge and therefore make expected progress – a lack of a 'growth mindset' resulting in a 'can't do attitude' to learning and challenge.
8	<b>Parental Relations &amp; Engagement</b> Our observations demonstrate that some parents that receive Pupil Premium funding do not always engage with school, external factors contribute to attendance at school events.

## 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
Teachers and teaching assistants will have the professional development to ensure that they are effectively challenging and supporting all children.	<ul style="list-style-type: none"> <li>Teaching and learning will be tailored to meet the needs of all children as demonstrated through learning walks and work sampling.</li> <li>Internal data will demonstrate that children make good or better progress as indicated by their relative starting points.</li> </ul>

Improved tracking for SEND children or pupils below age related expectations will enable learning to be more accurately tailored to meet their needs ensuring progress is made and evidenced.	<ul style="list-style-type: none"> <li>Gaps in learning will have been identified by teachers as demonstrated through teachers planning.</li> <li>Learning walks and discussions with teachers will demonstrate an understanding of pupils' needs &amp; teaching and learning will be tailored to meet the needs of all children.</li> <li>Progress for SEND children or pupils working below age related expectations will be evident through work sampling and pupil voice.</li> </ul>
Pupil Premium children make appropriate and good progress in reading, writing and mathematics. Those children who have not attained in line with peers will make accelerated progress to diminish the difference. Improved Reading, Writing & Mathematics attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>Internal data will show that children make appropriate and good progress in reading, writing and mathematics as evidenced by their relative starting points.</li> <li>At least 60% of disadvantaged pupils will meet the expected standard for Reading, Writing &amp; Mathematics by July 2026.</li> </ul>
Children will show greater resilience and enjoyment in Reading.	<ul style="list-style-type: none"> <li>Observations &amp; discussions with pupils and staff will demonstrate that children enjoy reading and are able to sustain an effective reading focus for longer periods.</li> </ul>
Children who did not attain the expected standard in the phonics screening will make accelerated progress.	<ul style="list-style-type: none"> <li>Statutory assessments and/or internal assessments will show that children acquire proficient phonological knowledge to enable reading fluency. At least 70% of PP pupils to pass screening by July 2026 (vs 40% in 2025).</li> </ul>

Equality of extended opportunity for Pupil Premium and non-PP children (measured by participation in extended opportunities, particularly those with costs).	<ul style="list-style-type: none"> <li>Pupil premium children will participate in a range of enrichment and extracurricular activities. 100% of PP pupils to access at least one enrichment activity per term.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>The percentage of all pupils who are persistently absent being below 6%</li> </ul>

	and the figure among disadvantaged pupils being no more than 10% higher than their peers.
Children are emotionally ready to learn and the rate of learning is not slowed by emotional vulnerability. Learning behaviour of children eligible for pupil premium is good or better over time.	<ul style="list-style-type: none"> <li>• Children's emotional needs are met as evident through observations and discussions with staff &amp; pupils.</li> <li>• Pupils are able to access learning.</li> <li>• Learning behaviours are good as evident in lesson observations and learning walks.</li> </ul>
Children are articulate; use and understand rich vocabulary.	<p>Children demonstrate through learning walk and pupil conferencing that they can:</p> <ul style="list-style-type: none"> <li>• Speak with clarity</li> <li>• Use the correct vocabulary in context</li> <li>• Use subject specific vocabulary correctly</li> </ul>
Parents eligible for Pupil Premium funding engage with the school.	<ul style="list-style-type: none"> <li>• Parents eligible for Pupil Premium funding engage with the school as evidenced in their attendance at school events. At least 50% of PP parents to attend one event or workshop by July 2026.</li> <li>• Improved relations will increase attendance of disadvantaged pupils.</li> </ul>
Improved emotional literacy and self-regulation among pupils.	<ul style="list-style-type: none"> <li>• Reduction in behavioural incidents and exclusions.</li> <li>• Increased pupil engagement in lessons due to improved focus and reduced anxiety.</li> <li>• Enhanced resilience and coping strategies for disadvantaged pupils, helping to narrow the attainment gap.</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: £5,000

Training is key to ensuring staff are equipped to deliver quality first teaching:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the myHappyMind programme (a structured, evidence-informed curriculum designed to help children build resilience, develop positive mental health habits, and improve their overall wellbeing).</p> <p>Train all staff in the delivery of the myHappyMind programme so that language and strategies are consistent across the school.</p> <p>Deliver regular lessons and activities across all year groups (EYFS to KS2/KS3 depending on setting).</p> <p>Integrate programme modules into assemblies, PSHE, and pastoral time to reinforce learning.</p> <p>Provide resources and activities for parents/carers to encourage reinforcement at home.</p>	<p><i>Many disadvantaged pupils face challenges outside of school (e.g., poverty, family stress, instability) that can negatively affect their mental health and capacity to engage in learning.</i></p> <p><i>By embedding a consistent, whole-school approach to wellbeing, we can equip all pupils — especially those most vulnerable — with strategies to regulate emotions, develop self-confidence, and build strong, positive relationships.</i></p> <p><i>Research suggests that improving wellbeing has a positive impact on attendance, behaviour, and ultimately attainment.</i></p>	5, 6 & 7

<p>Develop the school as an Attachment and Trauma Aware Setting by ensuring all staff are trained in the neuroscience of trauma and attachment, and are equipped to apply this understanding to create safe, supportive, and inclusive learning environments that enable all pupils — particularly the most vulnerable — to access learning effectively.</p>	<p><i>Benefits of a Trauma-Informed and Attachment-Aware Approach:</i></p> <ul style="list-style-type: none"> <li>• <i>Improved pupil well-being: pupils feel safer, more connected, and more engaged in learning.</i></li> <li>• <i>Reduced Challenging Behaviors: by understanding the root causes of challenging behaviors, schools can implement more effective and supportive interventions.</i></li> <li>• <i>Increased Academic Achievement: when pupils feel safe and supported, they are better able to focus on learning and achieve their full potential.</i></li> <li>• <i>Positive School Climate: a trauma-informed and attachment-aware approach can create a more positive and supportive school culture for everyone.</i></li> </ul> <p><i>(Hadley's AATI Report)</i></p>	<p>2, 3 &amp; 4</p>
<p>Implement a graduated approach to ordinarily available provision; learning spaces, pedagogical principles, and visual support.</p>	<p><i>If we achieve genuine inclusion then no one feels different and the word becomes defunct! It becomes the culture of the ordinary.</i></p> <p><i>If education settings reach the point where ordinarily available provision becomes the culture of the ordinary, all will achieve, develop independence, and outcomes will be positive (OAP, March 2025).</i></p>	<p>1, 2 &amp; 6</p>



<p>Comprehensive staff induction process and continued professional development which recognises the importance of the development of pedagogy and professional learning</p> <p>Regular subject specific staff CPD to ensure secure subject knowledge and pedagogy. Protected PPA time and subject leader release time Attendance at subject network meetings hosted by the county.</p>	<p><i>Supporting high quality teaching is pivotal in improving children's outcomes.</i></p> <p><i>Sutton Trust – What Makes Great Teaching Oct 14 - components of great teaching are strong pedagogical knowledge and quality instruction. Research into effective teaching shows a 50 percentile difference between three years of teaching by an effective teacher vs ineffective.</i></p> <p><i>Indeed, research tells us that high quality teaching can narrow the disadvantage gap. This exemplifies a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. (EEF, Effective Professional Development Guidance Report)</i></p>	1 & 2
<p>Regular TA meetings with a clear focus on developing teaching and learning principles.</p>	<p><i>"When you support a well-trained TA team – who attend the whole school CPD, who share practice regularly, who feel valued and heard – they can have a powerful impact in school." (EEF)</i></p>	1 & 2
<p>SEND support guidance provided by school SENCO. SENCO works closely with staff to ensure pupil provision and targeted interventions meet the needs of SEND/PP pupils.</p>	<p><i>The EEF explains that "Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Pupils with SEND are also more</i></p>	1 & 2
<p>Support includes signposting to resources, inter school support and shared expertise.</p> <p>Support for SENDCo to attend appropriate training such as SENCO circle meetings.</p>	<p><i>than twice as likely to be eligible for free school meals."</i></p>	

<p>Ongoing coaching and mentoring for staff.</p> <p>Additional EP time is subsidised by PP funding to allow for staff CPD.</p>	<p><i>CUREE has reviewed and analysed the evidence of what works in professional development for teachers. The conclusions that stand out are that a) professional development is much more likely to be successful when it involves collaboration between staff and b) that mentoring and coaching done well is one of the most effective methods.</i></p>	<p>1 &amp; 2</p>
<p>Training from External Agencies (Team Teach) to include strategies that promote positive learning behaviours.</p>	<p><i>A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning. "There's a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons." (EEF, Improving Behaviour in Schools Guidance Report).</i></p>	<p>7</p>

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close monitoring by SENCO/SLT of PP and SEND pupil progress</p> <p>Pupil premium/SEND children form a focus during pupil progress meetings. SENCO works closely with staff to ensure provision and targeted interventions meet the needs of PP/SEND pupils.</p>	<p><i>The evidence indicates that small groups and one to one interventions can be a powerful tool for supporting pupils.</i></p> <p><i>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable (EEF Targeted Academic Support).</i></p> <p><i>"Pupils who received 1stclass@number made, on average, two additional months' progress in maths" (EEF).</i></p>	1 & 2
<p>Use of screening materials and diagnostic and baseline assessments help to identify gaps in knowledge, understanding and skills and provide a benchmark for measuring progress.</p>		1, 2, 3 & 6
<p>Precision teaching &amp; Rapid Catch-up intervention for spelling and decoding.</p> <p>Pre-teaching used to ensure build blocks and prerequisite knowledge is embedded to enable access to new curriculum content.</p>		2 & 3
<p>TTRockstar/Lexia Core Reading</p>	<p><i>There is clear evidence that Computer Assisted Instruction approaches have the potential to improve learner</i></p>	2 & 3

subscriptions to ensure basic skills in English and Mathematics are retained.	<i>outcomes, with many of the reviews finding positive impacts (EEF, Remote Learning Rapid Evidence Assessment). Belland et al. (2017) found a positive impact for computer-based scaffolding approaches for pupils from low-income backgrounds</i>	
MELSA ELSA (Mediated Learning Support Assistant) support costs (time + training/supervision)	<i>MeLSAs are able to help learners become independent using evidence-based mediation techniques, including:</i> <ul style="list-style-type: none"> <li><i>- identifying the learning skills needed for tasks</i></li> <li><i>- guiding learners in developing their thinking</i></li> <li><i>- based on an understanding of their individual needs</i></li> <li><i>- providing support on an individual and group basis</i></li> </ul>	2
Speech and Language intervention (targeted speech and language therapy and pre-teaching subject specific vocabulary)	<i>The rate at which children develop language is sensitive to the amount of input they receive from the adults around them. "Differences occur across different social groups suggesting that the level of input (how much people talk to the child) may be very different in more or less socially disadvantaged families and that this may make a key difference to the child's development. Oral language skills are central to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfill their potential and make the most of their talents". (Early Language Development, EEF).</i>	3

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

Budgeted cost: £4,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Subsidies for enrichment activities (including residentials) , extracurricular clubs &amp; music lessons</p> <p>Subsidies for attendance at breakfast club and after school club.</p> <p>New uniform provided at the beginning of every academic year.</p>	<p><i>Case studies reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum (Evaluation of Pupil Premium Research Report).</i></p> <p><i>Improving pupil satiety and nutrition can have a positive effect on their attainment and health, and providing free breakfasts can incentivise school attendance (EEF, Breakfast Interventions).</i></p> <p><i>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF)</i></p>	4
<p>Closer monitoring of attendance of Pupil Premium children and</p>		5 & 8

<p>liaison with families to support (family support plans created and reward systems implemented)</p> <p>Attendance of SLT member at attendance network briefings</p> <p>Working closely with external services and support to provide early intervention, i.e. Early Help Hub.</p>		
<p>Appointment of Pastoral Care Lead ( FTE) to provide high quality and effective pastoral support across the school, maintaining accurate records and working with staff, pupils, parents and external agencies to ensure appropriate plans and strategies are in place to support pupils</p>	<p>“We know that transitions between classes, year groups and settings are likely to be of significant importance in the lead up to the new academic year” (EEF).</p>	5, 6 & 8

and their families. Role profile and job description includes a number of strategies known to have impact i.e. to support the pastoral transition of vulnerable pupils, particularly from Nursery to Reception, Year 2 to 3 and Year 6 to Year 7.		
<p>ELSA (Emotional Literacy Support Assistant) support costs (time + training/supervision)</p> <p>Boxall profile used as an assessment tool of children's social, emotional and behavioural development to ensure early identification, identify targets and appropriate intervention and measure progress.</p> <p>Commissioning of counselling services for children that require support beyond ELSA (Relax Kids Programme) Implementation of Mental Health and Wellbeing strategy implemented.</p>	<p><i>The EEF Toolkit defines self-regulation as 'managing one's own motivation towards learning'. The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an eight month gain with increased self-regulation strategies.</i></p> <p><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.</i></p>	6
<p>Parent workshops focused on supporting pupils' literacy, early language development and mathematics. SEND coffee mornings provide pastoral support and information.</p>	<p><i>"Training and engagement with families can have a bigger impact than resources" (EEF).</i></p>	3, 5, 6, 7 & 8

Total budgeted cost: £13,700

## **Part B: Review of outcomes in the previous academic year**

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

The attainment data (national & internal) demonstrates that disadvantaged pupils perform as well as non-disadvantaged pupils. 40% of disadvantaged pupils reach at or above expected standards in Reading, Writing & Mathematics compared with 63% of all other pupils. 30% of disadvantaged pupils attain above expected standards in Reading, Writing & Maths compared with 5% of all other pupils. Progress data demonstrates that disadvantaged pupils make expected or better than expected progress in Reading, Writing and Maths with the exception of 2 pupils in Writing & Mathematics.

We have also drawn on school observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that childrens' social and emotional wellbeing & learning behaviours are improving over time.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2028, as stated in the intended outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that attendance & parental relations/engagement remains a challenge impacting achievement for our disadvantaged pupils.

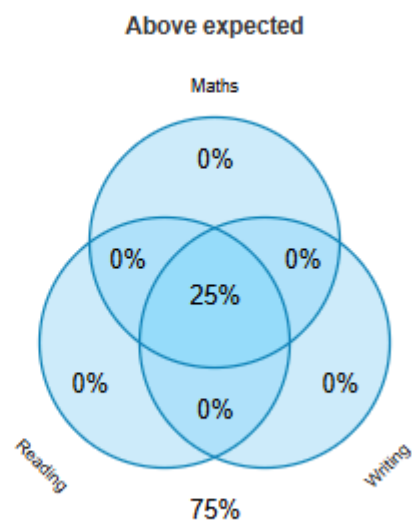
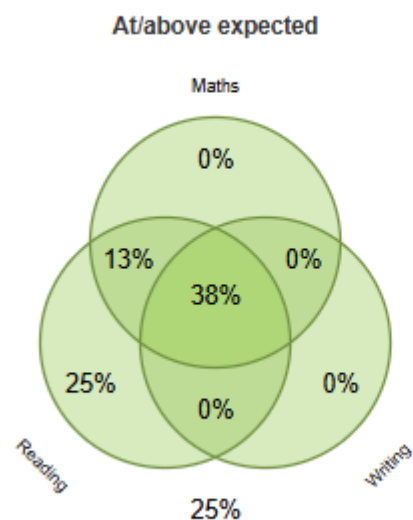
We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

### **Pupil premium strategy outcomes**

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

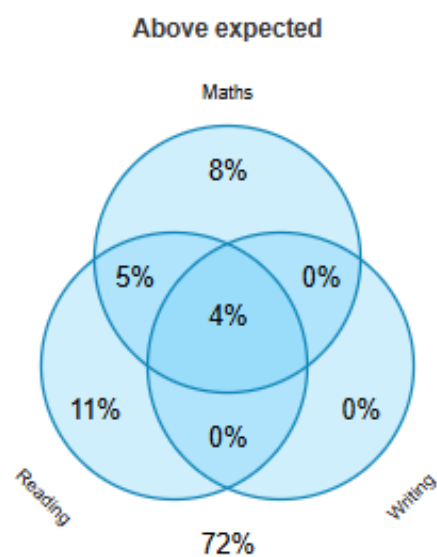
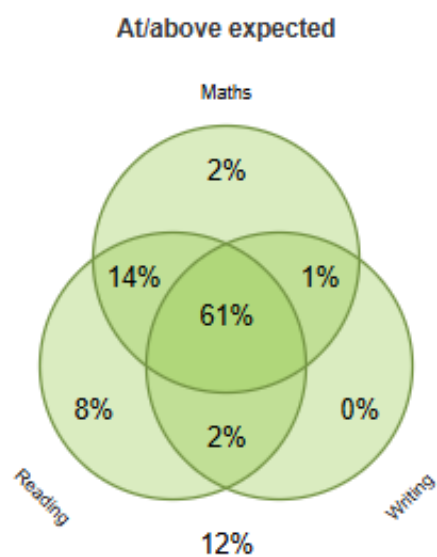
Pupil Premium Attainment 2024-2025

## Combined attainment

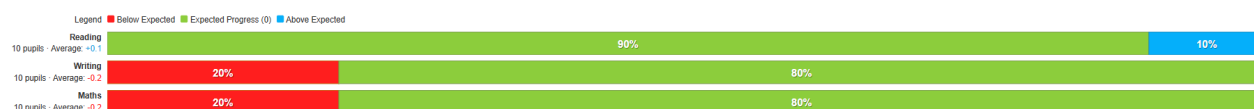


Non Pupil Premium Attainment 2024-2025

## Combined attainment

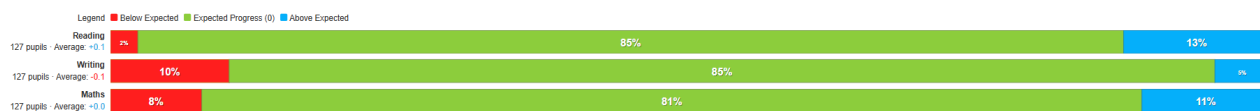


Pupil Premium Progress 2024-2025



Non Pupil Premium Progress 2024-2025





## 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
Relax Kids	Sara Harley-Nadar

## 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?	Subsidies for enrichment activities (including residential), extracurricular clubs & music lessons.
What was the impact of that spending on service pupil premium eligible pupils?	Supporting the wider learning of pupils - ensuring access to cultural and arts opportunities.