

Pupil premium strategy statement – Westcott Primary School - **September 2026**

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	18.5% (50 of 271 pupils currently identified)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026/27 to 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Louisa Waldron
Pupil premium lead	Louisa Waldron
Governor / Trustee lead	Claire Mudd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£89,900

Part A: Pupil premium strategy plan

Statement of intent

At Westcott Primary School, our intention is that all pupils, irrespective of background or the challenges they face, achieve well academically, develop confidence and independence, and have equitable access to the wider opportunities that support personal development.

High-quality teaching is at the heart of our approach. Our strategy is responsive to the needs of individual pupils and is rooted in assessment, observation and discussion rather than assumptions about disadvantage. This is supported by targeted academic intervention and wider strategies addressing attendance, Emotional Wellbeing, inclusion and enrichment.

For 2026/27, our approach aligns with the school's priorities to develop confident, fluent and independent writers; strengthen inclusive practice through consistent universal provision, strong routines, high expectations and increasing independence; and strengthen personal development, enrichment and contextualised safeguarding within the curriculum.

We will act early when barriers are identified, use evidence-informed approaches, monitor impact and adapt provision where it is not producing the intended outcomes. All staff share responsibility for the progress, participation and wellbeing of disadvantaged pupils.

Across the three-year strategy period, we aim to secure sustained improvements in attainment, attendance, inclusion and participation for disadvantaged pupils, while reviewing provision and spending annually in response to evidence of need and impact.

Challenges

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

Challenge number	Detail of challenge
1	Emotional Wellbeing, self-regulation and readiness to learn. A number of disadvantaged pupils experience barriers relating to emotional wellbeing, self-regulation, confidence and behaviour. These can affect engagement, relationships, independence and readiness to learn.

2	Academic attainment, writing and foundational learning. Assessment shows variability in disadvantaged pupils' attainment between cohorts and subjects, with particular gaps in some younger cohorts. Identified barriers include speech, language and communication; executive function; transcription; fluency; and independence. These barriers can affect children's ability to access learning and demonstrate what they know, particularly in writing.
3	Enrichment, personal development and wider opportunities. Financial, social and logistical barriers affect some disadvantaged pupils' participation in enrichment, extra-curricular and cultural experiences. This can result in unequal access to the wider opportunities that support confidence, aspiration, belonging and personal development.
4	Attendance and persistent absence. In 2025/26, Pupil Premium attendance was 93.34% compared with 95.02% overall. Eleven Pupil Premium pupils were persistently absent. Sustained, individualised work with families is required to identify and address barriers to regular attendance.

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 attainment and progress for disadvantaged pupils, with a particular focus on confident, fluent and independent writing.	Assessment and monitoring show improved writing fluency, transcription, composition and independence. Identified gaps are addressed promptly, cohort variation reduces and disadvantaged pupils make strong progress from their starting points.
Disadvantaged pupils access consistently strong inclusive practice and pupils with identified Emotional Wellbeing needs receive effective support.	Monitoring demonstrates that disadvantaged pupils consistently access strong universal provision, including established routines, high expectations and appropriate adaptations. Targeted Emotional Wellbeing interventions demonstrate positive impact through intervention records, pupil voice and staff assessment of engagement, regulation and independence.
Improved attendance and reduced persistent absence for disadvantaged pupils.	Pupil Premium attendance improves from the 2025/26 baseline of 93.34%; the gap with whole-school attendance narrows; and the number/proportion of disadvantaged pupils who are persistently absent reduces.

Disadvantaged pupils participate fully in enrichment and personal-development opportunities.	Participation is tracked across enrichment and personal-development opportunities and any patterns of under-participation among disadvantaged pupils are identified. Financial, social and logistical barriers are addressed so that disadvantaged pupils participate equitably in trips, clubs, sport, arts, music and wider opportunities. Pupil voice is used to evaluate the impact on confidence, belonging and personal development.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing CPD, coaching, collaborative planning and moderation to strengthen transcription, oral composition, modelling, assessment, fluency and independence.	The EEF identifies high-quality teaching as the most important lever schools have to improve outcomes, including for disadvantaged pupils. Sustained professional development, coaching and collaborative practice will strengthen classroom teaching in the specific aspects of writing identified as barriers through school assessment and monitoring. This responds directly to variation in 2025/26 outcomes and the school's 2026/27 writing priority.	2
Strengthen inclusive and adaptive teaching through CPD, coaching and monitoring, with a focus on universal provision, strong routines, high expectations, appropriate	High-quality teaching that responds to identified pupil need is central to the Pupil Premium approach. Strengthening universal provision, routines, adaptations and teacher practice supports disadvantaged pupils to access learning successfully, develop independence and reduces reliance on unnecessary additional intervention.	1, 2

adaptations and scaffold withdrawal.		
Maintain high-quality phonics, early language and foundational learning provision, including staff development and appropriate resources.	Evidence supports systematic phonics and oral-language approaches for developing early literacy and communication. School assessment identifies particular gaps within some younger disadvantaged cohorts. Diagnostic assessment will be used to identify specific barriers and ensure additional support is closely matched to need.	2

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

Budgeted cost: £60,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted ASA support in EYFS and across school, deployed in response to diagnostic assessment and identified barriers.	Targeted ASA support will address identified barriers including speech and language, early literacy, executive function and academic learning. Support will be closely matched to need, linked to classroom teaching and reviewed regularly for impact. Deployment will be adapted or reduced as children make progress, ensuring additional adult support develops rather than limits independence.	1, 2
Speech, language, oracy and communication interventions, particularly in the early years.	Oral-language approaches have a positive impact on pupils' language and communication and can support later reading and writing.	2
Additional phonics and early reading intervention for pupils who are not keeping pace with the school's programme.	Targeted, structured additional practice, closely matched to the school's phonics programme, supports pupils to secure foundational reading knowledge.	2
Targeted writing support addressing identified barriers such	Intervention will be diagnostic, closely linked to classroom teaching and reviewed regularly so that support is	2

as transcription, spelling, handwriting, sentence construction, oral composition, fluency or independence.	reduced as pupils become more fluent and independent.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund dedicated Emotional Wellbeing provision, led by the school's Emotional Wellbeing Lead, providing bespoke individual and small-group support according to identified need. This includes appropriate interventions and resources and coordination with wider external services, including the Mental Health Support Team, where appropriate.	Targeted social and emotional support can improve children's social and emotional skills, self-regulation and engagement with learning. A graduated approach enables provision to be matched to identified need, with school-funded support complemented by appropriate external services. Impact will be reviewed through intervention records, pupil voice and staff assessment of engagement, regulation and independence.	1
Attendance monitoring and family support, including early identification, family meetings, action planning and liaison with external support where appropriate.	DfE attendance guidance emphasises early identification of barriers, strong relationships with families and targeted support. This remains necessary because PP attendance was 93.34% in 2025/26 and 11 PP pupils were persistently absent.	4
Identify and remove barriers to disadvantaged pupils' participation in educational visits, clubs, sport, arts, music and other enrichment. This may	Wider opportunities support personal development, confidence and belonging. Participation will be monitored to identify patterns of under-participation and the barriers contributing to them, enabling support to be targeted where it is needed.	3

include funding or subsidising opportunities where cost or circumstance would otherwise prevent participation..		
Strengthen personal development and contextualised safeguarding opportunities across the curriculum, with additional targeted support where need is identified.	This supports the school's 2026/27 personal-development priority and ensures disadvantaged pupils have equitable access to knowledge and experiences that support safety, relationships, confidence and wider development.	1, 3
Coordinate Emotional Wellbeing provision with wider support, including the Mental Health Support Team, where appropriate. MHST support is free and is not charged to Pupil Premium.	Joined-up support enables school-funded provision to be complemented by available external services and helps pupils access the right support at the right time.	1

Total budgeted cost: £89,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have evaluated the performance of disadvantaged pupils in 2025/26 using end-of-year assessment, statutory outcomes, attendance information, school monitoring and observations. The evidence shows a variable picture between cohorts rather than consistently lower attainment across the school.

In reading, Pupil Premium pupils achieving age-related expectations or above were: Year 1 50%, Year 2 67%, Year 3 88%, Year 4 75%, Year 5 73% and Year 6 88%. In writing, outcomes were: Year 1 40%, Year 2 50%, Year 3 75%, Year 4 75%, Year 5 73% and Year 6 75%. Some cohorts performed strongly; for example, Year 3 PP reading was 88% compared with 80% for the whole cohort, and Year 5 PP writing was 73% compared with 60% for the whole cohort. However, lower outcomes in Years 1 and 2 demonstrate the need to maintain a strong focus on early foundations, language, transcription, fluency and independence.

Attendance remains a key barrier. Whole-school attendance in 2025/26 was 95.02%, while Pupil Premium attendance was 93.34%. Eleven Pupil Premium pupils were persistently absent. PP attendance was broadly static compared with the previous figure of 93.37%, so sustained individualised work with families remains necessary.

School evidence also continues to identify Emotional Wellbeing, self-regulation and additional needs as barriers for some disadvantaged pupils. Bespoke Emotional Wellbeing interventions and targeted support will therefore continue, alongside a stronger focus on consistent inclusive classroom practice.

Our review has informed the 2026/27 strategy. We will retain targeted attendance work and Emotional Wellbeing provision, strengthen the focus on confident, fluent and independent writing, further develop inclusive universal provision, and improve the tracking of disadvantaged pupils' participation in enrichment and wider opportunities.