

Pupil premium strategy statement



Westbury-on-Severn
CE Primary School

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. Since this is a new 3 year strategy, our last 3 year strategy outcomes have been reviewed.

School overview

Detail	Data
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	8.6%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anna-Mai Armstrong
Pupil premium lead	Anna-Mai Armstrong
Governor / Trustee lead	Jen Sigournay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8083
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>	£ 8083

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide high quality teaching that takes into account the individual needs of every child. Through our commitment to the recruitment of high quality staff, on-going professional development, rigorous monitoring and willingness to respond to research, we aim to ensure that all pupils receive an education that meets their individual needs. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium.

Our pupil premium strategy outlines our approach for ensuring disadvantaged pupils achieve their full potential and make good progress. Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantaged pupils make progress in-line or exceeding non-disadvantaged pupils.
- To ensure disadvantaged pupils reach their potential and are secondary ready by the end of Year 6.
- To ensure disadvantaged pupils have a positive experience in school and are prepared for life's challenges, in line with our school vision.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in core subjects, particularly writing
2	Lower than average attendance
3	Social and emotional barriers that affect concentration and motivation to learn
4	Economic constraints limit PP pupils' life experiences

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
Disadvantaged pupils will achieve in line with their peers	<ul style="list-style-type: none"> • Feedback and marking identifies key areas for improvement, especially in writing. • Pupil premium children prioritised • Pupil progress meetings identify specific gaps- addressed via effective interventions • Purple learning curriculum continues to motivate pupils to learn how to learn
Disadvantaged pupils will have good attendance	<ul style="list-style-type: none"> • Barriers to attendance identified by Attendance Lead through meetings with parents when necessary • Positive messaging to parents when attendance improves- emails home • Regular whole school messaging to highlight importance of attendance
Disadvantaged pupils will receive support to improve their motivation, self-esteem and concentration	<ul style="list-style-type: none"> • PP children prioritised for ELSA support • Restorative Practice approach sustained to ensure pupils feel heard, safe and valued

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.

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
ELSA programme	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3

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

Budgeted cost:

- £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Restorative Practice Staff training at INSET</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,3
<i>Boyz 2 Men workshop</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Cool Milk for FSM pupils, Costs for extra curricular support	European Commission- Inclusion Report Evidence suggests that taking part in extracurricular activities can offer children numerous benefits, including better social, behavioural and academic outcomes, as well as improved social inclusion outcomes. Evidence also shows that disadvantaged and vulnerable children face increased barriers in accessing extracurricular activities. The research note provides evidence-based examples of how to reduce these barriers.	4

Total budgeted cost: £ 8000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Intended outcomes 2022-2025 (3 year strategy)</i>	<i>Review</i>
<ul style="list-style-type: none">• Disadvantaged children to make rapid progress, especially in reading	<ul style="list-style-type: none">• For two consecutive academic years (2023-2025) 100% of Pupil premium children made ABOVE expected progress in reading (Insight data)
<ul style="list-style-type: none">• Disadvantaged children able identify and verbalise their emotions using our zones of regulation.	<ul style="list-style-type: none">• Our review of zones of regulation, combined with our embedded Restorative Practice, has increased all pupils' emotional literacy, including pupil premium
<ul style="list-style-type: none">• Disadvantaged children to be able to identify and verbalise when they are ready to learn.	<ul style="list-style-type: none">• Our Purple Learning programme has given pupils the language to support them in this area. It also works in conjunction with our Behaviour Policy- Ready to Learn- is a criterion. Systems have been put in place to support pupils who are not ready, so that they do not disrupt others, which are regularly reviewed.
<ul style="list-style-type: none">• Disadvantaged pupils have positive relationships with their peers.	<ul style="list-style-type: none">• Restorative practice has transformed pupil relationships and allows us the space and strategies to help pupils resolve conflict and maintain their relationships.
<ul style="list-style-type: none">• Attendance of disadvantaged pupils will improve	<ul style="list-style-type: none">• Despite individual cases improving 2023-2024, 80% of our current pupil premium children's attendance is below average. <i>This will be an intended outcome for the next strategy.</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Successful learning	Burn Brighter
Masculinity workshops	Boyz 2 Men