



Westlea Primary Seaham Pupil Premium Strategy statement 2025

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	Westlea School Seaham
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	54.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs D. Scothern
Pupil premium lead	Mrs D. Scothern
Governor lead	Miss S Morrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£171,350

Part A: Pupil premium strategy plan

Statement of intent

At Westlea Primary 'We learn together to achieve success for all.' This is the focus of our Pupil Premium spending. We ensure that the teaching and learning meets the needs of all of our pupils. We make appropriate provision for all groups of pupils so that they can maximize their potential.

As a school we have a good track record of ensuring that pupils make good progress but historically the levels of attainment have been lower for FSM/PP children. Therefore, our key objective in using Pupil Premium funding is to accelerate progress and raise attainment.

We try to achieve these by-

- Focusing on high quality teaching and the effective deployment of support staff.
- An ambitious curriculum offer, and rich experiences for all underpinned by a commitment to understanding our pupils and their lives.
- Positive learning strategies with an individualised approach, using a variety of interventions so all achieve.
- Early intervention to address any barriers to learning and accelerate progress.
- Promote regular attendance and punctuality, reducing persistent absence.
- Ensure all children have access to valuable learning experiences, educational materials and technology.
- Having a Pupil Premium Steering group made up of staff and Governors who oversee the strategy and analyse data.

'Everything we know about our disadvantaged pupils is recorded in a centralised, database populated with academic data, attendance records, and pastoral information. We "connect the dots" to build a comprehensive, individualised picture of each pupil. Analysis is used to indicate areas of need followed by wide-ranging diagnostic assessment. We assess; we never assume, but we always aspire. Focused conversations are also key. We share—and gather—insights from key stakeholders including teachers, parents, and pastoral staff. Collectively, this builds a deeper understanding of barriers faced by pupils. Extensive knowledge informs how—and when—to intervene with subject-specific help, precisely targeted interventions, or wider support relating to attendance and wellbeing.'

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related expectations; communication and language are exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience and self-confidence of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	To inspire and engage pupil premium pupils in extracurricular activities as well as sporting events, enrichment experiences- to provide a full and enriching experience that build self confidence.
4	A high percentage of Pupil Premium are also SEND children so have additional needs academically which requires increased levels of support for all Pupil Premium and impacts on progress.
5	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading/ spelling.
6	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in FSM boys.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development.
Improve emotional resilience and self- confidence for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Pupils eligible for Pupil Premium attend extracurricular activities as well as sporting events, enrichment experiences – increasing self-confidence and life experiences.	All Pupil Premium pupils attend extracurricular clubs across the year. Pupil Premium pupils experience representing school in sporting experiences. Pupil premium pupils – brass lessons and creative opportunities
Pupil Premium children who are SEND are fully supported and make maximum progress	The Pupil Premium SEND children make at least good progress.

<p>Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading/spelling</p>	<p>Attainment/progress in reading for all pupils improves across the whole school.</p>
<p>Reduce the number of persistent absentees from 14.2 % (35/246 whole school) of which 23 were pp (65.7% of this number were PP) to <13.5% (with lower numbers of PP cohort involved)</p>	<p>13.5% of persistent absentees is closer to National. There are increased attendance rates for Pupil Premium children.</p>

Activity in this academic year

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

PP allocation 2025-2026: £171,350

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 133,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional teacher is employed in KS2 so Y6 is halved- thus allowing each teacher to focus on either literacy or numeracy so developing an expertise in this area. As well as increasing opportunities for individualised learning, feedback and sustained progress.	On average children who are involved in reducing class sizes make approximately 2 months additional progress. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. EEF toolkit- Reducing Class Sizes- additional 2 months progress	1,3
Extended school hours to 8:30-8:45 to 3:15 ensuring that pupils receive 32.30min-33hr 45min.	Additional time for morning tasks- explicitly planned for- ensures that ALL pupils receive bespoke revision of basic skills in English and Maths. Meeting pupils needs and build on their capabilities. Support staff ensure that a soft start to the morning caters for those pupils who need additional support for MH and WB. EEF toolkit- Extending school time- additional 3 months progress	1,2,3
Additional TAs are employed so every class has at least two members of staff to allow interventions to occur matched to specific abilities and desired outcomes.	On average children who are involved in Teaching Assistant Interventions make approximately 4 months additional progress. Research has shown that well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch up' with previously higher attaining pupils. EEF toolkit- Teaching Assistant Interventions- additional 4 months progress	1,3
All staff will have Read Write inc refresher training in order to strengthen our phonics and reading strategies- ongoing for new staff. Reading Buddies (Y1-Y6)school are to continue to be used to promote reading at home, as well as new Read Write inc home reading books and Read Write Inc Phonics online (R-Y2) School now involved in the English Hub community- where staff can continue to receive high quality CPD.	On average children who are involved in Reading Comprehension Strategies make approximately 6 months additional progress. Research has shown that the teaching of reading comprehension strategies appears effective across primary and secondary schools. Lower attaining pupils appear to benefit from the explicit teaching of strategies to comprehend text. There are some indications that approaches involving digital technology can be successful in improving reading comprehension. EEF toolkit- Reading Comprehension strategies- additional 6 months progress	1,3,4

<p>The sharing of favourite five books (per term) with a focus on VIPERS and Oracy Skills; N-Y2.</p> <p>Teaching of VIPERS Y2-Y6 for reading comprehension- 3x weekly</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <p>targeted reading aloud and book discussion with young children (VIPERS);</p> <p>explicitly extending pupils' spoken vocabulary;</p> <p>the use of structured questioning to develop reading comprehension; and</p> <p>the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>EEF toolkit- Oral language interventions- additional 6 months progress</p>	<p>1,2,3,4</p>
<p>We have achieved Artsmark Silver status to enhance our curriculum and the learning experiences of the children, this being linked to raising standards in writing. Focused work in this area is ongoing.</p>	<p>On average children who are involved in arts participation make approximately 3 months additional progress.</p> <p>There is some evidence to suggest causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>EEF toolkit- Arts Participation- additional 3 months progress</p>	<p>1,2,3</p>

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

Budgeted cost: £14,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A teachers known to the children incomplete Boosters for Literacy and Numeracy across Key Stage 2.</p>	<p>On average children who are involved in Teaching Interventions make approximately 5 months additional progress.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>EEF toolkit- One to One Tuition- additional 5 months progress</p>	<p>3</p>
<p>30 members of staff and students to undertake 20 hour course – Introduction to BSL to support students that are hearing impaired.</p>	<p>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. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</p> <p>EEF toolkit- Teaching Assistant Interventions- additional 4 months progress</p>	<p>1,3</p>

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

Budgeted cost: £24,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra curricular club menu Monday-Friday: Offering 2 clubs per day for pupils to attend free of charge.</p>	<p>On average children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>EEF toolkit- Social and Emotional Learning- additional 4 months progress</p>	2
<p>Specialised programme: School have purchased an SLA with Emotional Wellbeing and effective learning team to offer medium and intensive support to groups of children and 1-1 (weekly intervention)</p> <p>Universal programme: Y5 and Y6 pupils undertake 6week NHS decider skills workshop alongside NHS professionals – SEL</p> <p>School level: School employ trained teaching assistants to support SEL over lunchtimes (Y3-Y6) - Use Harry Potter room.</p>	<ul style="list-style-type: none"> • Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community. <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. <p>EEF Toolkit – Social and Emotional Learning- additional 4 months on literacy outcomes, plus 3 months on maths</p>	1,2,3,4,5
<p>To increase attendance of Pupil Premium children free access to breakfast club is offered, as well as awards/rewards throughout the year for attendance. Free Cool Milk is provided in school to increase participation/concentration in school activities. This also supports them socially and emotionally- wellbeing is</p>	<p>On average children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p>To ensure 2x TA support and organise Breakfast club and wrap around care</p> <p>EEF toolkit- Social and Emotional Learning- additional 4 months progress</p>	2,5

<p>assured so education can be successfully accessed.</p>		
<p>To ensure all pupils have access to free breakfast snack everyday.</p> <p>Breakfast club: employ 2 staff members to run BC from 8am, providing BC to all pupils and free BC to PP pupils as well as other vulnerable pupils..</p>	<p>The EEF aims to raise the attainment of children facing disadvantage by: • identifying needs of disadvantaged pupils in Westlea Primary School by provided a breakfast snack for ALL pupils every morning.</p> <p>A fed pupil is a pupil who can then begin to learn.</p> <p>EEF toolkit- Social and Emotional Learning- additional 4 months progress</p>	<p>2,5</p>
<p>In order to extend the learning experiences available to Pupil Premium children those FSM children who want to continue to play brass instruments in Y5/6 (all do in Y4) have their fees are paid for, with OAA/Educational visits being subsidised so all can be included.</p> <p>All children can receive First aid training and Golf Coaching as part of a health and well being week initiative in school.</p> <p>This also supports them socially and emotionally- wellbeing is assured so education can be successfully accessed.</p>	<p>On average children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p>EEF toolkit- Social and Emotional Learning- additional 4 months progress</p>	<p>2,5</p>

Total budgeted cost: £171,350

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 to 2025 academic year.

Internal assessments showed that the vast majority of the Pupil Premium children made expected, **good or better progress** across Y1-Y6

Maths- School overall 87% School PP: 85% NPP: 91%

Reading- School overall 86% School PP: 85% NPP: 87%

Writing- School overall 85% School PP: 85% NPP: 86%

Grammar, Spelling and Punctuation- School overall 89% School PP: 86% NPP: 93%

Combined: Reading, Writing and Maths: School overall 65%

2024-2025 Keys Stage Two SATs

	WPS overall	National overall	WPS PP	National PP	WPS NPP	National NPP
Reading	86% (+11%)	75%	85.7% (+22.7%)	63%	87.5% (+6.5%)	81%
Writing	77% (+5%)	72%	85.7% (26.7%)	59%	62.5% (-15.5%)	78%
Maths	91% (+17)	74%	85.7% (+24.7%)	61%	100% (+19%)	81%
Grammar, Punctuation and spelling	86% (+11%)	75%	85.7%	-	87.5%	-
Combined R, W, and M	77% (+8%)	69%	85.7% (+38.7%)	47%	62.5% (-6.5%)	69%

Maths- School overall 91% (National 74%)(+17%)

School PP: 85.7% (National PP61%)(+24.7%)

Reading- School overall 86% (National 75%)(+11%)

School PP: 85.7% (National PP: 63%) (+22.7%)

Writing- School overall 77% (National 72%) (+5%)

School PP: 85.7% (National PP59%)(+26.7%)

Grammar, Spelling and Punctuation- School overall 86%(National 75%)(+11%)

School PP: 85.7%

Combined: Reading, Writing and Maths: School overall 77% (National 69%) (+8%)

School PP: 85.7% (National 47%) (+38.7%)

Key Stage 2 SATS outcomes for Pupil Premium children showed that the vast majority of the Pupil Premium children achieved the expected standard and was significantly higher than national PP.

Maths- 85.7%

Reading- 85.7%

Writing- 85.7%

Grammar, Spelling and Punctuation- 85.7%

Disadvantaged RWM at expected + is 85.7% (National 45%)