

Pupil premium strategy statement

School overview

Detail	Data
School name	West End Academy
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 – 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	ASC
Pupil premium lead	Mr C Johnson
Governor / Trustee lead	Miss R Taberner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,840

Part A: Pupil premium strategy plan

Statement of intent

West End Academy believes that all pupils, regardless of their background, should achieve highly and reach their potential across the curriculum. The focus for our pupil premium strategy is to make sure that our disadvantaged children are supported in reaching this goal.

High-quality teaching for all of our children in every subject is at the forefront of our approach. This is because research deems this to be the best way of ensuring all of our children make great progress across the curriculum. It will also enable the school to close the gap in attainment between disadvantaged and non-disadvantaged children.

A great deal of time is spent supporting our staff in making improvements to their practice which will benefit all of the children who attend the school. This is an integral part of the school's development plan. It is believed that this approach will improve and sustain performance of our disadvantaged children over a long period of time.

Through our robust assessment, we are aware of the common challenges and individual needs that impact on the performance of our disadvantaged children. These are clearly identified in this strategy and feed through into the school's development plan.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children typically enter school with a low baseline in speaking, demonstrating poor communication skills and limited vocabulary.
2	Ensure that our children are able to read fluently and as a result are able to access all areas of the curriculum.
3	Make sure that more of our disadvantaged children achieve the highest level in reading and maths to align with their current writing attainment at the end of key stage 2.
4	Improve our children's attendance so that they don't miss any more school.
5	Our disadvantaged children have limited opportunities to develop their talents and interests outside of school. Financial restraints for some families mean that pupils are unable to take part in extra-curricular clubs.
6	Make sure that our disadvantaged children learn more and remember more across the curriculum.

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
The oral language and vocabulary will be improved for our youngest disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Children are able to read fluently as a result of high-quality teaching and intervention.	Most of our children will leave year 2 being able to read fluently. By the end of Key Stage 2, the percentage of disadvantaged children reaching the expected level in reading will be higher than the national average.
Improve the percentage of children reaching the greater depth standard in reading mathematics for our disadvantaged children at the end of Key Stage 2.	By the end of Key Stage 2, the percentage of disadvantaged children reaching the greater depth standard in reading and mathematics will be higher than the national average.
Pupils attend school regularly and this improvement is sustained over time.	The attendance of disadvantaged children will be in line with the national average. The percentage of disadvantaged children persistently absent will be in line with the national average.
More of our disadvantaged children will attend extra-curricular activities.	67% of our disadvantaged children attended an extra-curricular club from September 2024 to July 2025. This will increase to 80% by July 2026.
The quality of teaching and learning, particularly in relation to disadvantaged children, improves over the next three years.	Subject leaders will recognise that children are learning more and remembering more than what they were doing in July 2025.

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: £76340

Activity	Evidence that supports this approach	Challenge number(s) addressed
A coaching model, led by the school's senior leadership team, will be implemented throughout the school giving teachers and support staff access to ongoing feedback in order to aid their development and improve quality first teaching.	Coaching will focus on children learning more and remembering more across the curriculum. There will also be a focus on elements identified by the EEF as having high impact on pupil progress: Feedback: +8 months accelerated progress Collaborative Learning: +5 months accelerated progress	1,2,3 and 6.
Strengthening the teaching and acquisition of vocabulary across all subject areas, initially in the early years, so that all children can access the school curriculum.	The EEF toolkit suggests that quality teaching carried out by a teacher, which specifically meets the needs of the child/group: +4 months accelerated progress	1
Provide ongoing training to support the delivery of teaching reading fluency to teachers and support staff.	Well-trained teachers of reading, who have strong subject and pedagogical knowledge, can have the most impact on pupil attainment and progress.	2

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

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one structured interventions using LaunchPad for Literacy will be delivered in the Early Years setting.	The EEF toolkit suggests that oral language interventions can improve outcomes: + 5 months accelerated progress.	1
Embed reading fluency intervention for year 2 and the children who need it in Key Stage 2.	Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary: + 5 months accelerated progress.	2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children, including those who are disadvantaged, are provided with experiences and opportunities to develop skills and talents across the curriculum which will support their personal development.	<p>The EEF believes that enriching education has intrinsic benefits and all children deserve a well-rounded, culturally rich education.</p> <p>The EEF toolkit suggests that from wider involvement in the arts, improved outcomes have been identified in English, mathematics and science learning + 3 months accelerated progress.</p> <p>Wider benefits on attitudes to learning and wellbeing have also consistently been reported. Participating in sports and physical activity is also likely to have wider health and social benefits + 1 month accelerated progress.</p>	5
<p>The trust's education welfare officer will provide targeted support and intervention in order to secure strong, regular attendance and punctuality.</p> <p>Robust systems will be in place to support the school reaching its attendance target.</p>	<p>Regular school attendance is essential in order to ensure that this strategy can be implemented effectively.</p> <p>Research (UCL 2020) concludes that reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.</p>	4

Total budgeted cost: £85,480

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 2023 to 2024 academic year.

Oral Language and Vocabulary

The impact of Talk for Stories continues to be seen in the Reception classroom. Children have been observed using the Tier 2 vocabulary that has been modelled to them during carpet sessions. The class teacher can also show how this vocabulary has been transferred into the children's writing or by children when they are playing in the areas of provision in the classroom.

Launchpad for Literacy has been used well by teachers to show small next steps when considering development of language for those children that need specific intervention. The governor who has responsibility for pupil premium spending often visited the Reception classroom last year. This was to ensure that the interventions were taught consistently and with fidelity. The teacher used "my turn...your turn" very effectively. This strategy is also now used on the learning areas in Reception by all staff. They recognise that the learning intention from the areas should be clear whilst also tackling gaps in language.

This year, the teaching staff have also encouraged children to ask each other more questions whilst in the learning areas in Reception in order to develop spoken language. Originally, modelled by the teaching staff, children became much more confident over the year in asking questions to others.

All children now take part in Rhyme Time in both our Reception and Year 1 classes. Rhyme Time allows the youngest children to continually develop their communication and language skills. Each week, the children learn a new song or rhyme. After a few days, they add in actions to their routine before performing it in front of their friends. Rhyme Time allows children to experiment with new language, internalise phonetics and memorise popular or traditional rhymes.

Videos have now been made to show the progression through early years in language. The progress is extremely strong from respective starting points.

Reading Fluency

By the end of the summer term, 70% of children in year 2 could read fluently (at least 90 words a minute). The number of children across KS2 who now can't read fluently has significantly reduced from 36 in July 2021 to 4 in July 2025 (3 of these children are new to KS2). This shows the impact of the intervention groups that are in place.

Attainment

60% of our disadvantaged children (ten children in the cohort) in year 6 reached the expected standard in reading, writing and maths. This is significantly higher than the national average of 44%. This shows that systems that have been put in place to support these children have been successful.

Attendance

The percentage of our disadvantaged children who were persistently absent was only 14% which was much lower than the national average of 35%. This shows that the strategies used to improve attendance have been highly impactful over the last few years.

Extra-curricular activities

67% of our disadvantaged children attended a club from September 2024 to July 2025. The children had the opportunity to take part in a range of clubs including reader's theatre, French, guitar, CrossFit and art.

Teaching and learning

Subject leaders recognise that our disadvantaged children are remembering more of the essential content of the school's curriculum. Conversations with children prove this. There is still more to do to ensure that children's learning is deepened so that they can talk broadly about what they have learnt and make links. Subject leaders will continue to develop strategies to ensure children can do this in the forthcoming academic year.

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