

# Pupil premium strategy statement – West Coker 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.

## School overview

Detail	Data
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Philip Hyland
Pupil premium lead	Philip Hyland
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£16665

## Part A: Pupil premium strategy plan

### Statement of intent

- To ensure that our 'disadvantaged children' are not disadvantaged.
- To ensure that we provide excellent learning experiences and support our children to make good progress so that they have the potential to meet ARE (age related expectations) in all areas.
- To support our families so that they can best support their children – academically, socially and also looking after their wellbeing.
- We intend to do the above, following our school values of Hope, Respect, Community and Trust, and aiming to build respectful, responsible, resilient learners and individuals

### Challenges

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

Challenge number	Detail of challenge
1	To increase the independence of pupil premium children in the classroom by teaching strategies designed to embed independent thinking, such as metacognition.
2	To increase levels of resilience in children leading to reluctance to complete tasks independently for fear of making mistakes and tears when mistakes are made.
3	To ensure that attainment at the end of KS1 for pupil premium pupils is at least at national average in Reading, Writing and Maths.
4	To ensure that attainment at the end of KS2 for pupil premium pupils is at least at national average in Reading, Writing and Maths, including greater depth.
5	To encourage engagement engagement and support from home, for example; home reading, or support with home learning.

## 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
1 and 2	Children are demonstrating greater independence in the classroom and staff are seeing fewer heads on desks and tears. Children are able to begin work without staff supporting at least the initial steps.
1 and 2	Lesson plans include strategies and opportunities for teaching metacognition and growth mindset embedded within them.
3 and 4	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.
5	Home working tasks are completed with parental support by the majority of children- reading records signed 4 times a week, times table learning supported and encouraged at home etc.

## 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: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Professional Development in Metacognition</b>	Invest in training teachers to apply metacognitive strategies in their teaching, such as thinking aloud and self-questioning techniques, which encourage independent thinking skills in pupils. Studies suggest metacognition improves pupil's ability to think independently and manage their learning processes.	1
<b>Embedding Growth Mindset Education</b>	Train teachers to integrate growth mindset principles into everyday teaching practices, emphasising the value of effort, perseverance, and viewing mistakes as learning opportunities. Evidence shows that a growth mindset can reduce fear of failure and increase resilience among students.	2
<b>Training for Teachers on Communication Skills</b>	Offer professional development to teachers on effective communication strategies with parents, focusing on how to engage them in their children's learning and how to provide them with tools to support this at home.	5
<b>Professional Development in Evidence-Based Teaching Methods</b>	Invest in training for teachers through validated programmes, focusing on systematic synthetic phonics, mastery-based approaches, and effective feedback techniques. Evidence from the EEF indicates that professional development enhances teaching quality and pupil outcomes.	3 and 4
<b>Curriculum Development</b>	Design and implement a broad, balanced, and responsive curriculum that integrates diagnostic assessments to identify and address learning gaps. Incorporating technology, such as educational software, can support these efforts by providing more tailored learning experiences.	3 and 4
<b>Enhancing Assessment and Feedback</b>	Implement advanced assessment systems to provide timely and accurate feedback to students. Effective feedback, particularly when it is specific and actionable, has been linked with improved student outcomes and can help identify areas where targeted interventions may be needed.	3 and 4

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small Group Interventions focusing on Metacognitive Skills</b>	Implement small group sessions that focus specifically on teaching metacognitive strategies, enabling pupils to reflect on their learning process and become self-regulated learners.	1
<b>One-to-One Tutoring on Resilience Building</b>	Provide one-to-one support where tutors can focus on personalising feedback and encouragement, helping pupils to manage setbacks and understand the learning potential in mistakes.	2
<b>Targeted Parent-Child Learning Sessions</b>	Set up regular sessions where parents and children can attend together, focusing on joint activities that promote learning, such as reading or maths games, guided by educational professionals.	5
<b>One-to-One and Small Group Tuition</b>	Utilise the National Tutoring Programme to provide personalised support in reading, writing, and maths. Small group tuition has been shown to effectively boost achievement, with benefits particularly pronounced for pupils from disadvantaged backgrounds.	3 and 4
<b>Targeted Interventions for SEND Pupils</b>	Develop and implement targeted interventions specifically designed to support disadvantaged pupils with Special Educational Needs and Disabilities, focusing on core skills such as literacy and numeracy. Tailoring interventions to individual needs can significantly improve academic performance.	3 and 4
<b>Teaching Assistant Deployment:</b>	Strategically deploy teaching assistants to support high-quality instruction within classrooms and deliver structured interventions. Research suggests that well-trained teaching assistants can significantly impact the learning	3 and 4

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

Budgeted cost: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Extra-curricular Activities that Promote Independent Learning</b>	Offer clubs or societies that encourage creative and critical thinking, such as chess clubs or science clubs where children can apply independent problem-solving skills.	1
<b>Workshops for Social and Emotional Learning (SEL)</b>	Organise workshops or programs that teach emotional regulation and coping strategies, which can help pupils deal with negative emotions related to academic failures or challenges.	2
<b>Regular Home-School Communication</b>	Enhance communication strategies such as digital platforms or regular newsletters that inform parents about school activities and learning tips, encouraging them to partake more actively in their child's education. Alongside, implement a system for providing consistent feedback to parents on their child's progress, which can promote greater involvement.	5
<b>Supporting Attendance</b>	Implement strategies from the 'working together to improve school attendance' guidance, such as assigning a staff member to track attendance patterns and engage with families of pupils who frequently miss school. Improved attendance has been correlated with better academic outcomes.	3 and 4
<b>Extra-Curricular Activities</b>	Provide a range of after-school programmes focusing on arts, sports, and cultural activities. Engagement in extra-curricular activities has been linked with enhanced academic performance, improved social skills, and higher self-esteem.	
<b>Family Engagement and Communication</b>	Establish regular communication channels with parents to involve them more deeply in their children's education, using tools such as parent-teacher meetings, workshops, and regular updates on their child's progress and well-being. Engaged parents can contribute to improved academic performance and better attendance.	3 and 4

**Total budgeted cost: £ 16,700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

It is important to exercise caution when interpreting this data, as the small cohorts of disadvantaged pupils may lead to fluctuations in performance that do not necessarily reflect broader trends or outcomes.

In the academic year 2024/25, the performance of disadvantaged pupils at West Coker Primary School continues to show areas of strength (particularly EYFS). The data highlight significant challenges, particularly when comparing pupils to their non-disadvantaged peers and national averages.

**The Early Years:** 100% of disadvantaged pupils at West Coker Primary School achieved a Good Level of Development (GLD).

**Phonics:** No pupil children.

#### **Key Stage 2 (KS2) Assessments:**

**Reading:** 100% of disadvantaged pupils achieved this standard at West Coker Primary School.

**Writing:** 100% of disadvantaged pupils met the standard at West Coker Primary School

**Maths:** 50% of disadvantaged pupils achieved this standard West Coker Primary School.

**Greater Depth Standard (GDS):** 0% achieved GDS in reading and writing at West Coker Primary School.

#### **Attendance and Behaviour:**

**Attendance Rate:** Disadvantaged pupils had an attendance rate higher than the rate for non-disadvantaged pupils, and higher than the national average of 91.8% for disadvantaged pupils.

**Persistent Absence:** The persistent absence rate for disadvantaged pupils is high compared to non-disadvantaged pupils and an area of continued focus particularly at West Coker.

#### **Target Outcomes and Strategy Analysis:**

##### **What is Working Well:**

- The strong performance in EYFS suggests effective early intervention strategies
- Outcomes in writing throughout the schools indicate that targeted literacy interventions have led to positive outcomes
- The outcomes at KS2 in reading and writing in maths reflect value added progress despite the headline data
- The absence of suspensions for disadvantaged pupils reflects a positive school culture and effective behaviour management strategies

##### **Areas for development:**

- Mixed performance in some areas including maths indicates a need for enhanced focus on foundational skills.
- At face value the 0% achievement in KS2 RWM and EXS indicates that some strategies in place for core subjects require improvement. Careful monitoring and continued CPD is required to ensure opportunities are not missed.

- The ongoing implementation of targeted interventions has contributed to improving attendance rates throughout the year. However, persistent absence of disadvantaged children remains a problem. As we continue to refine and enhance these approaches, we aim for improvement in attendance and overall pupil engagement.

### **Conclusion**

There are some positive indicators, particularly in early years and writing. However, the performance of disadvantaged pupils in 2024/25 highlights the need for continued focus on attendance.

The performance of disadvantaged pupils in 2024/25 shows significant strengths, particularly in key stage assessments, with 100% meeting the expected standards in reading, writing, and maths.

The schools must continue to focus on high-quality teaching in core subjects and robust attendance interventions to ensure that disadvantaged pupils can achieve their full potential. Further analysis of the barriers to attendance and targeted support for maths will be essential moving forward.

This assessment of the previous Pupil Premium strategy (2022-2025) indicates that while some outcomes were met, there is a pressing need for a continued focus on attendance.