

Pupil premium strategy statement – West Cliff Primary School

This statement details our schools' 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	148 + 13 nursery
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year that our current pupil premium strategy plan covers	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Olly Cooper (Interim headteacher)
Pupil premium lead	Olly Cooper (Interim headteacher)
Governor / Trustee lead	Sophie Hesketh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,800
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>	£45,800

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for all pupils, including those in receipt of the pupil premium, and are committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We hope that each child will develop a love of learning and acquire skills and abilities that enable them to fulfil their potential and be happy.

We have high aspirations for all learners and wish to ensure that those most disadvantaged, for whatever reason, are given all opportunities to be as successful as their peers.

Challenges

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

Challenge number	Detail of challenge
1	Achievement at key assessment points, especially at the start of primary school (EYFS and phonics).
2	Social, emotional and mental health needs – contributory factors: bereavement; separation; life changing events; anxiety.
3	Special educational needs as an additional barrier to existing disadvantage.
4	Wider opportunities beyond that possible in an isolated, coastal town (sporting, cultural capital)

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
Children make a solid start to life in primary school, closing any gaps (on entry) quickly.	EYFS: 100% of non-SEND EYFS pupils achieve a good level of development. EYFS: 100% of non-SEND EYFS are on track against phonics scheme expectations. Year 1: 100% of non-SEND Year 1s achieve above phonics screening threshold.

	Year 2: 100% of Year 2s achieve above phonics screening threshold in resit (if applicable) Year 4: 100% of non-SEND Year 4 achieve above 20/25 on multiplication tables check. Year 6: 100% of non-SEND Year 6 achieve the expected standard in reading, writing and maths.
Children's social, emotional and mental health needs are met, so that they do not present a barrier to learning and wellbeing.	Boxall profiles show progress in relation to these children's personal development and resiliency. The school works alongside other agencies to support children with pastoral needs, so that fewer require this support.
Disadvantaged learners with special educational needs are supported well to achieve the best from their relative starting point, accounting for any potential ' double disadvantage '.	SEND pupils achieve the targets set out in their individual education plans or educational health care plans, appropriate to their relative starting point and accounting for their needs. Additional barriers to learners who have both SEND and are disadvantaged are addressed, to ensure there is a fair opportunity to progress. In line with the school development plan, those children who access the schools targeted mainstream provision and are also disadvantaged access an appropriate aspects of mainstream and specialist provision.
Children have opportunities to widen their experiences, vocabulary and social skills.	All disadvantaged children take part fully in educational visits and attend extra-curricular activities, including those that go beyond what they may typically experience in an isolated, coastal location.

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: £ 33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of highly qualified support staff to support pupils with language development in the early years or amongst learners who have other barriers to learning (social, emotional, mental health and/or SEND).	From EEF: <u>Quality deployment of teaching assistants</u> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	1, 2, 3
<i>Employment of additional TA to provide additional capacity for targeted feedback for disadvantaged learners, especially where there are gaps in learning.</i>	1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback 3. Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). 4. Different methods of feedback delivery can be effective and feedback should not be limited	1, 3

	exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. It is important to give feedback when things are correct — not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions implemented based on robust assessment systems.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2
<i>Additional support staff to enhance SEMH, SALT and academic provision</i>	Supported by NHS professionals and SEND team	1, 2, 3

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

Budgeted cost: £7300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Boxall profiling to understand children's individual needs and to inform	Boxall is an evidenced based tool supporting whole school approach to assessing and addressing children and young people's social emotional and behavioural development. https://www.boxallprofile.org/help-support/news-evidence-impact/	2, 4

nurture groups/interventions.		
Support of SENDCo and DSL to support individuals with social, emotional and mental health strategies and interventions, alongside external agencies.	Working Together to Safeguarding Children 2023 EEF: https://educationendowmentfoundation.org.uk/news/eef-blog-the-role-of-the-sendco-in-developing-teaching-practice	4
Students will continue to have full access to experiences and learning that advanced their cultural capital and gives them opportunity to succeed in a range of ways in school, as well as improve attendance. This includes access to heavily subsidised educational visits and experiences.	<u>Culture, Class, Distinction Bennet et al, (2009)</u> <i>Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system through their ability to handle “abstract” and “formal” categories. These children are able to turn their cultural capital into credentials, which can then be used to acquire advantaged positions themselves.’</i> A range of other reports back up these findings, including publications by the Social Mobility Commission and books such as Social Mobility and its Enemies by Lee Elliott Major. Projects such as The Glass Ceiling have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.	4

Total budgeted cost: £ 45,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All disadvantaged children to make progress in relation to social, emotional and mental health needs, including increased resilience and self-esteem.

- Boxall profiles demonstrate a marked improvement in disadvantaged learners' progress in relation to their social, emotional and mental health needs, as well as increased resilience. This is impacting on their academic performance in some cases and their attendance (see below).
- Pupils using the TMP provision are included in the above. However, more work is needed to increase a hybrid approach between the specialist and mainstream activities children engage with.
- A successful transition plan has been implemented for disadvantaged pupils leaving the school, ensuring they have a solid platform for future learning.

All disadvantaged children to achieve their potential in relation to prior attainment.

- 66% of disadvantaged (non-SEND) pupils achieved expected standard at end of KS2 in reading, writing and maths (combined). This is greater than the national average of non-disadvantaged learners (62%) and that of national average of other disadvantaged learners (47%)
- 17% of disadvantaged (non-SEND) pupils achieved the greater depth standard at the end of KS2 in reading, writing and maths (combined) – national average is 8% for non-disadvantaged learners and 4% for other disadvantaged students (nationally).
- Non-SEND disadvantaged learners achieved an average score of 24.5 out of 25 on the multiplication tables check in 2025, significantly higher than previous national averages and higher than non-disadvantaged learners in the school.
- 20% of disadvantaged pupils achieved the expected standard in the phonics screen check in 2025. This is significantly lower than the national and school average, even accounting for the proportion of these pupils who also have a special educational need (40% of this group). This will be a priority area for future plans.

Improved attendance and punctuality for all disadvantaged children.

- Attendance and punctuality of disadvantaged pupils has significantly improved, although it is not in-line with national averages or that of non-disadvantaged learners (however, there are specific cases where this data is distorted).
- In 2024/25, attendance of disadvantaged learners was 91.2%, this is up from 87.6% and 87.4% in the two previous academic years.
- In 2024/25, persistent absence rates of disadvantaged learners was 30%. This has improved from 37.8% and 45.5% in the two previous academic years.
- In 2024/25, the proportion of late register codes for disadvantaged learners was 0.6%. This is an improvement from 2.6% and 1% in the two previous academic years.

Disadvantaged children will have the same access to enrichment activities as non-disadvantaged peers.

- All disadvantaged had the same access to a range of educational visits, clubs and experiences and, where appropriate, at subsidised cost.
- The above applied to enrichment activities which may otherwise be impossible, such as a residential trip. However, consideration for future years around other experiences which develop cultural capital, e.g. a city visit.
- Beach schools continue to be implemented and any barriers are removed for those disadvantaged learners, e.g. supply of kits through sharing shed. Recognition of wider implementation across the school is needed (whole school issue).
- All disadvantaged pupils were given equal opportunity and (if needed) support to access a broad and balance PE curriculum, including specialist coaching sessions and swimming lessons from Year 2. It is recognised that these could be increased further to include inter-school competition opportunities in the future.