

Pupil premium strategy statement – Western House Academy

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 | 671 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| 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) | 2025-2026 |
| Date this statement was published | 1.12.2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Coral Snowden |
| Pupil premium lead | Heather Kearney |
| Governor / Trustee lead | Claire Pearson |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £162,238 |
| 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> | £162,238 |

Part A: Pupil premium strategy plan

Statement of intent

At Western House Academy, our mission is to nurture and develop well-rounded individuals who excel academically, uphold strong values, and demonstrate confidence both within and beyond the school environment. We are committed to creating an inclusive, supportive, and enriching educational experience where all pupils feel safe, respected, and valued. Our pupils are encouraged to set high standards for themselves, celebrate diversity in all its forms, and take pride in their own and others' achievements. We aim to equip them with the resilience, optimism, and readiness to thrive in life beyond our academy.

Our Pupil Premium Strategy is deeply rooted in our commitment to reduce the attainment gap between disadvantaged and non-disadvantaged pupils. A key challenge we are currently addressing is the increasing proportion of our Pupil Premium pupils who have high Special Educational Needs and Disabilities (SEND), necessitating a focused and bespoke approach to meeting their combined needs. To achieve this, we prioritise high-quality teaching in all lessons, ensuring that every pupil has access to the best possible educational opportunities. We recognise the importance of continuous professional development and provide targeted support to our teachers to enhance their classroom practice. This approach is underpinned by academic research, professional dialogue, and collaboration both within our multi-academy trust and with external partners.

Historically, we have witnessed the positive impact that targeted interventions can have on disadvantaged pupils. As such, we continue to allocate significant time and resources to support small group interventions across various curriculum areas, acknowledging that this is a high-impact strategy supported by evidence. Additionally, we understand that many barriers to learning for our pupil premium children stem from external factors beyond the school environment. We have an established inclusion team to provide consistent, additional support for the emotional well-being and specific challenges faced by these children and their families.

We recognise the profound impact that wider experiences such as clubs, visitors, trips, and residential have on our pupils' personal development. These opportunities extend learning beyond the classroom, allowing pupils to explore new interests, build social skills, and gain real-world experiences that enhance their understanding of the curriculum. By participating in these enriching activities, pupils develop greater confidence, broaden their horizons, and cultivate a deeper appreciation for the diverse world around them. We are committed to ensuring that all pupils, particularly those from disadvantaged backgrounds, have access to these valuable experiences.

The effectiveness of our Pupil Premium expenditure is rigorously monitored by the senior leadership team, with a dedicated member appointed to oversee and track the impact throughout the year. Interventions are continuously evaluated and discussed with team leaders, with progress reviewed in termly assessment meetings to ensure that every pupil is given the opportunity to reach their full potential.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Discussions and observations identified that there is a need to strengthen pupils' confidence, skills, and effectiveness in presentational talk across the curriculum, ensuring all learners, particularly those who are currently less confident, can consistently speak with clarity, structure, and strong audience awareness. |
| 2 | Assessments, discussions, and observations in Writing have revealed an attainment gap in some cohorts between disadvantaged pupils and their non-disadvantaged peers at the expected level. |
| 3 | The diverse needs found in each class requires the implementing and embedding of adaptive teaching ensuring that learning is consistently tailored to enable all children to make strong progress. |
| 4 | There has been an increase in pupils presenting with mental health and emotional wellbeing needs. |
| 5 | Following on from the success of last year, we want to further widen our offer of extra-curricular activities taken up by children on Pupil Premium, providing enriching experiences outside the core 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 |
|--|---|
| To improve the quality, confidence, and frequency of presentational talk across all curriculum subjects, resulting in pupils being able to articulate their learning clearly and purposefully. | There will be evidence of pupils using talk for a variety of presentational purposes during the course of the year. |
| To close the attainment gap in writing between disadvantaged and non-disadvantaged. | The attainment gap in writing between disadvantaged and non-disadvantaged pupils is reduced in all year groups, as evidenced by termly assessments and external moderation. |
| To implement and embed adaptive teaching methods across all year group, ensuring that learning is consistently tailored to meet the diverse needs of pupils | Observation and monitoring across all year groups confirms that adaptive teaching methods are consistently used by staff and have become an embedded part of everyday classroom practice, |

| | |
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| and enabling all children to make strong progress. | ensuring that all children make strong progress from their starting points. |
| To provide support for mental health and wellbeing that effectively responds to the rising need, leading to improved emotional literacy, increased pupil resilience, and the reduction of emotional barriers to learning across the school. | Pupils' improved emotional literacy and resilience are evident through positive changes in their self-reporting, behaviour, and engagement in learning. |
| To diversify and expand the range of extra-curricular activities to ensure every pupil has equitable access to a breadth of enriching experiences that foster personal development, deepen cultural capital, and boost confidence beyond the curriculum. | Financial and logistical barriers are removed to ensure disadvantaged pupils participate in a range of extra-curricular activity. |

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: £ 52,605

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Membership of Voice 21, staff CPD and development of targets to increase oracy development. | On average, pupils who participate in oral language interventions make approximately five months, additional progress over the course of a year. This increases to 6 months for disadvantaged pupils. https://voice21.org/why-oracy-matters/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 | 1 |
| Provide CPD opportunities for teaching staff to ensure security in teaching, modelling, scaffolding and | EEF acknowledges that CPD can improve teacher practice and can have significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1732710767 pg28 | 2, 3 |

| | | |
|---|---|---------|
| adaptation in writing for a range of purposes and audiences. | | |
| Enhance teaching and learning through the use of adaptive teaching strategies to meet the needs of all children in the class. | EEF research indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching | 2, 3, 4 |
| Provide training on adaptive teaching and metacognition to meet the needs of all pupils within the class. | EEF acknowledges that CPD can improve teacher practice and can have significant effect on pupils' learning outcomes as well as a positive impact on the teacher level outcomes. https://alexquigley.co.uk/adaptive-teaching-and-the-power-of-anticipation/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 2, 3, 4 |

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

Budgeted cost: £ 69,415

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide tailored Literacy intervention to children identified as needing intervention for reading and spelling or where tailored phonics intervention has not had | Literacy Gold, if used consistently for 20 minutes at least three times a week, can support struggling readers to improve by 12 months in a term. https://literacygold.co.uk/ | 3, 4 |

| | | |
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| the desired impact. | | |
| Training on specific interventions for Key Workers | Where teaching assistants are trained to deliver an intervention to small groups or individuals has high impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 2, 3, 4 |
| Targeted interventions: SALT Lego Therapy £280 Social Skills Precision teaching Sensory Circuits | When TAs are deployed to deliver structured, one-to-one, or small-group interventions that are based on clear evidence (e.g., in literacy or numeracy), the average impact is highly positive. The EEF's Teaching & Learning Toolkit suggests an average impact of approximately four additional months' progress over a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send | 2, 3, 4 |
| ELSA intervention | There are a wide variety of studies that show the impact of emotional support in improving outcomes for children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| Headstart Study books | All pupils in receipt of pupil premium have received a copy of reading, grammar and maths study books for them to use at home to secure the curriculum being taught in school. | 2, 3 |
| Parental workshops: Phonics Reading Writing Maths strategies | Parent workshops have proven to impact communication with the school, confidence and engagement with supporting their children and enhance parenting skills. | 2, 3 |

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

Budgeted cost: £ 40,218

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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|---|--|------|
| Support with School trips | School trips allow children a wider experience of the world. This can be especially important for those on Pupil Premium Funding, as their home background may make these experiences less common than for their peers. | 4, 5 |
| Wider variety of Extra Curricular Clubs | By attending these clubs, the children have increased opportunities to explore a hobby and develop their physical and social skills. These extra experiences should give the children further skills to use in their learning. | 5 |
| Child and Family support officer | The CFSSO can provide early intervention, pastoral support for emotional and mental health needs for the child and family. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 4 |
| Junior Duke £1240 | By taking part in the Junior Duke award, known gaps in cultural capital, life skills, confidence, and engagement can be addressed. https://juniorduke.com/ | 5 |
| Attendance support | Our attendance officer and Child and Family Support officer provide tailored support for families as required. Evidence shows that good attendance ensures better academic outcomes for pupils. https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ | 4 |

Total budgeted cost: £ 162,238

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole class teaching, targeted interventions and small-group teaching, informed by our CPD program, have significantly strengthened pupils' core skills. By focusing on specific areas of need, we have successfully supported academic attainment and progress as can be seen in our published results, all of which are above National Average.

| | All | Disadvantaged | National |
|---------------------------------|------|---------------|----------|
| GLD | 74% | 71% | 69% |
| Yr 1 Phonics | 88% | 85% | 80% |
| Yr 4 Maths Multiplication Check | 24.1 | 24. | 21 |
| KS2 Reading EXP+ | 88% | 80% | 75% |
| KS2 Reading GD | 48% | 42% | 33% |
| KS2 Writing EXP+ | 87% | 77% | 72% |
| KS2 Writing GD | 29% | 27% | 13% |
| KS2 Maths EXP+ | 90% | 80% | 74% |
| KS2 Maths GD | 43% | 38% | 26% |
| KS2 Combined EXP+ | 84% | 77% | 62% |
| KS2 Combined GD | 22% | 15% | 8% |

A continued focus for us will be to close the gap between all pupils and those in receipt of Pupil Premium at KS2, specifically in KS2 writing.