

Pupil premium strategy statement for West Blatchington Primary and Nursery 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	213
Proportion (%) of pupil premium eligible pupils	53.6%
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)	2025-2028
Date this statement was published	31.12.2025
Date on which it will be reviewed	20.07.26 20.07.27 20.07.28
Statement authorised by	Russell Brentnall
Pupil premium lead	Russell Brentnall Rob Fisher Alison Colbran
Governor / Trustee lead	Sara Bonavia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157560
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>	£157560

Part A: Pupil premium strategy plan

Statement of intent

At West Blatchington Primary and Nursery School, we are committed to ensuring that all pupils, regardless of background, need or circumstance, are supported to achieve highly within a nurturing, inclusive learning environment at the heart of our local community. Our ethos, *aiming high and nurturing all*, underpins our belief that every child should develop a lifelong love of learning, feel safe and valued, and have every opportunity to thrive academically, socially, and emotionally.

We recognise that disadvantaged children may face additional challenges and barriers to learning. Our Pupil Premium strategy is designed to **identify those barriers early**, remove them through targeted and evidence-informed approaches, and ensure that every disadvantaged pupil is able to reach or exceed age-related expectations. This aligns with DfE expectations that Pupil Premium funding is used strategically to raise attainment and close gaps in outcomes for disadvantaged pupils.

Our approach reflects national guidance that effective use of Pupil Premium should draw on strong research evidence and a tiered model of support, with high-quality teaching at its core.

Ultimate Objectives for Our Disadvantaged Pupils

Our long-term aims for all disadvantaged pupils are:

- To make strong academic progress and achieve outcomes at least in line with, and ideally exceeding, national expectations.
- To develop the confidence, resilience and curiosity needed for lifelong learning within a nurturing school community.
- To feel emotionally safe, supported and valued so that barriers to learning, whether academic, social, emotional, or environmental, are reduced or removed.
- To ensure every disadvantaged pupil can participate fully in the life of the school, accessing opportunities, enrichment and wider experiences on equal footing with their peers.

These aims are fully aligned with the purpose of the Pupil Premium as set out in DfE and EEF guidance, which emphasises raising educational outcomes and closing attainment gaps.

How Our Current Strategy Helps Achieve These Objectives

Our Pupil Premium strategy is rooted in the belief that **the teacher is the intervention** and that the quality of teaching makes the greatest difference for disadvantaged pupils.

To achieve our aims, we:

- Prioritise **high-quality, inclusive teaching** across the school, ensuring consistent expectations and curriculum access for all pupils.

- Use targeted academic interventions informed by assessment and research evidence, as recommended by the DfE and EEF.
- Implement wider strategies to address attendance, wellbeing, behaviour, and family engagement, key components within the DfE's "menu of approaches."
- Develop strong partnerships with parents and carers to ensure that learning, wellbeing, and support extend beyond the classroom and into the home environment.
- Continually evaluate the impact of our actions, refining our strategy so that spending decisions remain purposeful, effective, and aligned with pupils' needs, as required by DfE accountability guidance.

Key Principles of Our Strategy

Our shared vision is that the whole school community:

- **Has a love for learning**
- **Is proud to be part of the community**
- **Has ambition**
- **Believes everyone has a part to play**
- **Works together in a safe, happy and nurturing environment**
- **Embraces every opportunity**
- **Recognises and respects individual needs**
- **Values, trusts and supports one another**

These principles guide every aspect of our Pupil Premium strategy. They reflect both the values of West Blatchington and the national expectation that schools take a long-term, evidence-informed approach to supporting disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1- Outcomes and Parental Engagement	A significant number of disadvantaged pupils face barriers linked to limited parental engagement in reading, home learning and wider school involvement. This often coincides with weaker early language development, resulting in a high proportion of pupils entering school with underdeveloped speech, language and communication skills. Additional factors affecting outcomes include: • A high percentage of pupils with multiple vulnerabilities such as SEND (36.2%), English as an Additional Language (27.7%) and wider disadvantages. These factors contribute to low starting points and slower progress in reading, writing and maths.

	- Gaps in early phonics knowledge that were intensified by COVID 19 school closures. Although phonics outcomes were previously in line with national figures, current cohorts require strengthened and more consistent SSP delivery to secure decoding, spelling and reading fluency. - The need for stronger fluency in number sense and core mathematical facts. This will be supported through consistent use of the Mastering Number programme across EYFS, KS1 and Year 3.
2- SEND Complexity and High Need	The school has an exceptionally high percentage of pupils with SEND compared with national figures. 22.5% of pupils are on SEN support compared with 14.8% nationally. 13.6% have an EHCP compared with 3.5% nationally. As a one form entry school, this results in higher numbers of pupils with significant needs within each class. This creates challenges in ensuring equitable curriculum access, maintaining progress and providing the intensive support required to meet diverse individual needs.
3- Attendance and Persistent Absence	Persistent absence remains a significant barrier for a number of disadvantaged pupils. Reduced attendance impacts access to high quality teaching, disrupts continuity of learning and contributes to slowed progress across core subjects. Improving attendance patterns, particularly among pupils who are persistently absent, remains a key area for school development.
4- Pastoral, Safeguarding and Social and Emotional Needs	A high proportion of pupils are on the safeguarding caseload (12.2%) . These pupils often experience multiple social or emotional vulnerabilities that affect their wellbeing and their ability to access learning fully. Additional pastoral challenges include: - Increasing numbers of pupils on behaviour frameworks linked to social, emotional and mental health needs. These needs include anxiety, low self esteem, difficulty with transitions, disengagement from learning and issues relating to friendships. - Limited access to enrichment opportunities and wider life experiences for some families due to financial constraints. This restricts participation in activities such as school trips, clubs, residential and access to uniform. These limitations reduce opportunities for cultural capital, confidence building and full engagement with school life.

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
Intended Outcome 1 High quality teaching is consistently strong across the school and meets the wide range of complex needs present in every class, enabling accelerated progress for disadvantaged pupils.	• All teaching staff are graded as at least good through triangulation and ongoing monitoring. • The proportion of disadvantaged pupils attaining age related expectations or above increases across all year groups. • Rates of progress for disadvantaged pupils improve as a result of targeted, evidence informed intervention.
Intended Outcome 2 Improved fluency, stamina and core skills in English and maths for vulnerable groups, enabling greater independence and confidence across the curriculum.	• All pupils attending LSA led maths interventions meet their personalised targets. • All pupils attending teacher led English interventions meet their personalised targets. • Triangulation of monitoring confirms that the teaching of core skills is consistently good or better across the school.
Intended Outcome 3 Improved language, communication and oracy skills for disadvantaged pupils, resulting in strengthened vocabulary, confidence in discussion and improved academic outcomes.	• All pupils accessing speech and language interventions meet their individual targets. • All classrooms display vocabulary rich learning environments that include washing lines, stem sentences and a regularly updated Word Wall. • Planning and teaching demonstrate regular opportunities for structured talk and the development of oracy skills.
Intended Outcome 4 A robust, school wide attendance strategy is embedded so that persistent absence among disadvantaged pupils reduces and attendance is in line with that of their peers.	• All disadvantaged pupils achieve inline with the National percent attendance by the end of the academic year. • The proportion of disadvantaged pupils classed as persistently absent reduces significantly.
Intended Outcome 5 All pupils, including those who are disadvantaged, have equitable access to extra curricular and enrichment opportunities so that financial barriers do not limit participation or personal development.	• Monitoring of clubs and enrichment events shows at least 50 percent participation from disadvantaged pupils. • At least 50 percent of pupils attending residencies are from disadvantaged backgrounds.

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)

= £45,514.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.1 Strengthen Quality First Teaching across all classes • Weekly release time for subject and phase leaders to monitor teaching, learning and assessment. • Coaching and mentoring cycles to strengthen high quality classroom practice. • Whole school CPD on inclusive practice, adaptive teaching, use of assessment, and subject knowledge. • Regular learning walks, book looks, pupil voice, and triangulation to identify strengths and areas for improvement. • Ensuring all part time teachers can attend essential INSET and CPD sessions. • Investment in high quality practitioners to teach complex cohorts in a one form entry school.	High quality teaching has the greatest impact on disadvantaged pupils and is central to the DfE's menu of approaches. The EEF identifies high quality teaching as the most effective way to improve outcomes for disadvantaged learners https://educationendowmentfoundation.org.uk/using-pupil-premium	1, 2
1.2 Improve early language, vocabulary and oracy • All classrooms to embed vocabulary washing lines, Word Walls, and stem sentences. • Explicit oracy teaching integrated into English and wider curriculum subjects. • Planning includes structured opportunities for discussion, rehearsal, modelled sentence structures and talk frames. • Staff trained in early language development and EAL scaffolds. • Whole school emphasis on talk before writing, modelled vocabulary, and sentence construction.	DfE and EEF guidance highlight the importance of early language development, vocabulary instruction and structured talk in improving long-term attainment for disadvantaged pupils https://educationendowmentfoundation.org.uk/using-pupil-premium	1, 4

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

= £52,660.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1 Targeted phonics, reading and writing interventions • Read Write Inc sessions delivered with fidelity and monitored by the phonics lead. • Weekly assessment cycle to identify pupils requiring intervention. • Small group reading fluency interventions and one to one decoding sessions. • Teacher led KS2 literacy interventions linked to classroom learning. • Conferencing with pupils to agree and review personalised targets. • LSAs trained to deliver high impact structured interventions.	The EEF reports that targeted interventions, when aligned with classroom teaching, improve progress in reading and writing. The DfE emphasises consistent SSP implementation for early reading success. https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf	1
2.2 Targeted maths interventions, including Mastering Number • Same and Next Day Intervention in KS1 and Year 2 to address misconceptions. • KS2 Success@Arithmetic and number fluency interventions delivered by trained LSAs. • Use of NCETM endorsed resources to strengthen understanding of operations. • Regular LSA training to ensure precise delivery. • Classroom pre teaching and follow up sessions aligned with daily maths learning.	Early number fluency supports later mathematical success, and structured interventions are shown by the EEF to accelerate progress for disadvantaged pupils. https://educationendowmentfoundation.org.uk/using-pupil-premium	1
2.3 Speech and language interventions • One to one sessions delivered following plans set by external speech therapists. • Small group interventions targeting vocabulary, phonological awareness, narrative structure and articulation. • Regular review of progress through Boxall profiles and SLT feedback. • Training for staff delivering interventions to ensure accurate modelling and consistency.	Early language and communication development is strongly linked with later attainment. The DfE identifies communication needs as a priority area for targeted intervention https://www.gov.uk/government/publications/pupil-premium	1,4

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

= £59,385.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1 Strengthen whole school attendance strategy • Daily attendance monitoring by Welfare Manager using Arbor/Insight • Fortnightly screening to issue letters, set targets and identify patterns. • Attendance support meetings for parents when attendance falls below 92 percent. • Weekly rewards, attendance trophies and celebrations. • Termly meetings with the local authority attendance team. • Targeted support for families experiencing wider vulnerabilities.	DfE guidance identifies attendance as a critical factor affecting attainment. Sustained attendance improvements have strong links with improved long-term outcomes https://www.gov.uk/government/publications/pupil-premium	3
3.2 Behaviour, wellbeing and pastoral support • Daily pastoral support provided by Welfare Manager and SENCo. • Quiet Lunch and nurture breakfast club supporting SEMH, routines and readiness to learn. • Play Therapist assessments, sessions, and parental liaison. • Termly Boxall profile reviews to measure SEMH progress. • Multi agency working for pupils with complex safeguarding needs. • Behaviour framework implemented consistently across the school.	The DfE menu of approaches includes social, emotional and behavioural support. The EEF also highlights that SEMH provision improves engagement and readiness to learn. https://educationendowmentfoundation.org.uk/using-pupil-premium	4
3.3 Remove financial barriers to enrichment and wider opportunities • Funding for breakfast club, after school clubs and educational visits. • Financial support for residentials, uniform and equipment.	DfE guidance stresses that disadvantaged pupils should have equitable access to enrichment. Wider strategies that build cultural capital and engagement can improve wellbeing and attendance.	4

• Tracking participation of disadvantaged pupils to ensure equitable access. • Librarian, well stocked libraries and book prizes to promote reading for pleasure. • Investment in book corners, displays and class reading resources.	https://www.gov.uk/government/publications/pupil-premium	
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Total budgeted cost: £ 157,560

Part B: Review of the previous academic year

Part B: Review of Intended Outcomes (DfE-Formatted Table)
Intended Outcome: High quality teaching meets a wide range of complex needs and accelerates progress.

Success Criteria:

- All teaching staff graded good or better.
- Increased percentage of disadvantaged pupils at age related expectations and above.
- Improved progress through targeted interventions.

Review of Impact:

Teaching quality has improved, with most staff meeting the expected standard. Targeted interventions have supported accelerated progress for many disadvantaged pupils. Some attainment gaps remain and further work is required to strengthen adaptive teaching and consistent use of assessment.

Intended Outcome: Improved fluency and stamina in English and maths for vulnerable groups.

Success Criteria:

- All pupils in LSA led maths interventions meet personalised targets.
- All pupils in teacher led English interventions meet personalised targets.
- Core skills teaching graded good or better.

Review of Impact:

Most pupils met their personalised intervention targets in both English and maths. Teaching of core fluency skills is increasingly consistent, although there is still variation between classes. Further emphasis is needed on embedding fluency routines across the school.

Intended Outcome: Strengthened language, communication and oracy.

Success Criteria:

- All pupils meet speech and language targets.
- All classrooms show vocabulary rich learning environments.
- Oracy opportunities are routinely planned.
- Pupils attending BEE Club meet Boxall targets.

Review of Impact:

Speech and language intervention has had a strong impact for most pupils. Vocabulary displays and

classroom language environments have improved, although some inconsistency remains. Oracy activities are increasing but require further embedding to ensure consistency. Pupils attending BEE Club show positive improvement in social and emotional development.

Intended Outcome: Improved attendance for disadvantaged pupils and reduced persistent absence.

Success Criteria:

- All disadvantaged pupils achieve at least 96 percent attendance.

Review of Impact:

Attendance for some disadvantaged pupils has improved. However, persistent absence remains a significant issue for a number of families. Strengthening early intervention, partnership with families and whole school accountability remains an essential priority.

Intended Outcome: Increased participation in enrichment and removal of financial barriers.

Success Criteria:

- At least 50 percent participation from disadvantaged pupils in clubs and events.
- At least 50 percent of residential attendees are disadvantaged pupils.

Review of Impact:

Participation in clubs and enrichment activities has increased. Uptake for residential experiences is also improving, although some families continue to require financial support. Further work is needed to ensure that all disadvantaged pupils can access the full range of school experiences.

Intended Outcome: Increased reading frequency, enjoyment and confidence.

Success Criteria:

- All disadvantaged pupils read at least three times per week.
- All disadvantaged pupils can talk confidently about books and stories.

Review of Impact:

Reading frequency has increased through in school provision. Home reading remains inconsistent for some pupils. Many pupils demonstrate increased enjoyment of reading and are more confident when discussing books. Continued work with families is needed to improve home reading routines.

3. Progress Toward Meeting Strategy Outcomes

There has been good progress in several areas of the strategy including improvements in teaching consistency, stronger targeted intervention impact, improved vocabulary environments, increased enrichment participation and greater reading enthusiasm.

The school is not yet fully on target in some areas. Attendance remains a key concern for specific pupils. Fluency and home reading routines require sustained attention. Vocabulary and oracy practices need further embedding across all year groups. SEND complexity also continues to require ongoing adaptation of teaching.

4. What Is Working Well

- High quality teaching approaches supported by evidence based practice.
- Targeted interventions meeting personalised goals for most pupils.
- Improved vocabulary environments and increasing use of oracy.
- Effective SEMH support including BEE Club.
- Increased participation in enrichment activities for disadvantaged pupils. [\[education...ion.org.uk\]](https://education.ion.org.uk)

5. What Needs Further Development

- Attendance and persistent absence among disadvantaged pupils.
- Inconsistent home reading practices.
- Variation in the consistency of language rich classroom environments.
- Continued need for adaptive teaching to meet high levels of SEND complexity.

6. End of Previous Strategy Cycle

If last year marked the end of the previous strategy plan, the evaluation indicates that the strategy achieved partial success. Many outcomes were met or showed strong improvement. Some priorities, including attendance and fluency, require ongoing focus. This reflects Department for Education expectations that schools refine their strategy annually based on evaluation findings. [\[as-sets.pub...ice.gov.uk\]](https://as-sets.pub...ice.gov.uk)

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin
Times Table Rock Stars	Maths Circle Ltd
Purple Mash	2Simple
International Primary Curriculum (IPC)	ICA

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.