Pupil premium strategy statement – West Pelton

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	55
Proportion (%) of pupil premium eligible pupils	32 (58%)
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)**	2025-26
Date this statement was published	31.10.25
Date on which it will be reviewed	16.03.26 31.07.26
Statement authorised by	Full governing body
Pupil premium lead	V. Hewison
Governor / Trustee lead	M Radford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
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*	£48,480

Part A: Pupil premium strategy plan

Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Vocabulary is the essential building block for future learning.

	In EYFS (2025 data) 60% of pupils were disadvantaged. 67% of disadvantaged pupils achieved the GLD compared to 80% of the cohort. Although disadvantaged pupils performance is similar or better than disadvantaged pupils nationally, but still below 'Other' pupils nationally.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. In the KS2 (2025 data) 50% of pupils were disadvantaged. 33% of disadvantaged pupils achieved the expected standard compared to 80% of 'other' pupils Nationally. Therefore, there is an achievement gap of 47%. National disadvantaged is 64%. Disadvantaged pupils are below disadvantaged pupils nationally. Over the last three years 50% of disadvantaged pupils (6/12) have achieved the expected standard or above.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to identified SEMH diagnoses such as autism and attention deficit along with a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment, as opportunities, transport links and the transport infrastructure are limited. Referrals for support remain relatively high. 11 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs, with 11 (11 of whom are disadvantaged) receiving either small group or 1:1 intervention.
5	2024/25 whole school attendance data 91.17% with PP attendance being 88.5% (a difference of 2.67%). However, when leavers are removed from data, whole school attendance is 93.54% with PP being 92.22% (a difference of 1.32%). Disadvantaged attendance data is below non-disadvantaged in both cases. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	Increase the percentage of disadvantaged pupils achieving the expected standard to at least 64% by the end of the next academic year, in line with the national average for disadvantaged pupils. This will reduce the attainment gap between disadvantaged and non-disadvantaged pupils and ensure sustained improvement over time.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • timely intervention • qualitative data from student voice and observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • Raising disadvantaged pupil attendance to at least 93%, closing the gap with non-disadvantaged pupils to less than 1 percentage point, and reducing the impact of absenteeism on academic progress.

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: £16,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	1, 2, 3,

Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessment | EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	4

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

Budgeted cost: £16160

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2, 3

support, delivered in addition to, and linked with, normal lessons.	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	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	1

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

Budgeted cost: £16160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, de-escaltion and zones of regulation with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	4
Embedding principles of good practice set out in the DfE's guidance on working	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and utilizing attendance/support officers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £48480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that [*school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published*].

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that [*school would provide an overview of conclusions drawn from this analysis*].

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that [*school would provide an overview of conclusions drawn from this analysis*].

Based on all the information above, the performance of our disadvantaged pupils [*exceeded/met/did not meet*] expectations, and we are at present [*on course/not on course*] to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.