

Pupil premium strategy statement – West Boldon Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	274
Proportion (%) of pupil premium eligible pupils	56%
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	16.12.25
Date on which it will be reviewed	20.2.26
Statement authorised by	Linsey Garr
Pupil premium lead	Linsey Garr
Governor / Trustee lead	Elizabeth Hay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,290
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>	£202,290

Part A: Pupil premium strategy plan

Statement of intent

At West Boldon Primary School, all pupils are entitled to an education that enables them to flourish by developing the skills, knowledge and experiences that will serve them well in future education, employment and life. Our core intention is that all pupils, irrespective of background or the challenges they may face, make good progress and attain highly across all subject areas.

Challenges and Barriers to Learning

We recognise that some pupils face barriers to learning linked to disadvantage, including lower starting points on entry, gaps in knowledge and understanding, attendance, additional learning needs, reduced access to enrichment opportunities and social or emotional vulnerability. Some disadvantaged pupils also have additional vulnerabilities, such as special educational needs and/or involvement with a social worker, young carers, which may further impact their progress. West Boldon Primary School serves a community facing significant socio-economic challenge. Many families experience financial pressure, insecure employment and wider life circumstances that can affect pupils' readiness to learn. As a school, we recognise these contextual factors without deficit thinking; our families are aspirational for their children and value education highly.

Our approach is responsive to both common challenges and individual needs, rooted firmly in robust diagnostic assessment, rather than assumptions about the impact of disadvantage.

Strategy Aim

The focus of our Pupil Premium strategy is to support disadvantaged pupils to overcome barriers, achieve strong outcomes and develop the confidence, independence and aspiration needed to succeed. Implicit in our intended outcomes is the expectation that the attainment of non-disadvantaged pupils will be sustained and improved, alongside accelerated progress for disadvantaged learners.

Key Strategy Components

EEF Rationale: Our approach is grounded in evidence from the Education Endowment Foundation (EEF), which highlights that improving outcomes for disadvantaged pupils is best achieved through a combination of high-quality teaching, targeted academic support, and wider strategies that address social, emotional and behavioural barriers. Decisions about spending are therefore informed by evidence of impact, relevance to our school context and alignment with our School Development Plan.

Implementation

Our strategy is implemented through a whole-school approach, where all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what every pupil can achieve. Staff are trained to understand misconceptions surrounding Pupil Premium and to apply strategies consistently and effectively. The Pupil Premium strategy is fully aligned with the School Development Plan, ensuring that funding decisions directly support whole-school priorities including oracy development (Aim 1), strengthened EYFS and KS1 provision (Aim 2), curriculum engagement through floor books (Aim 3), and improved attendance and reduced persistent absence (Aim 4).

Monitoring and Evaluation

The impact of our Pupil Premium strategy is reviewed regularly. Leaders and governors:

- Monitor progress, attainment, attendance and engagement of disadvantaged pupils
- Evaluate the effectiveness of teaching and interventions

- Use evidence to refine approaches and ensure funding is having a positive, measurable impact

This ongoing evaluation ensures that resources are directed where they will have the greatest effect.

Governance and Accountability

Governors provide strategic oversight of Pupil Premium funding, holding leaders to account for impact and value for money. The strategy and its impact are reviewed annually and published in line with DfE requirements. Through this approach, West Boldon Primary School ensures that disadvantaged pupils are supported effectively, barriers to learning are reduced, and all pupils are empowered to succeed and thrive.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points on entry to school: A significant proportion of disadvantaged pupils enter EYFS and KS1 with lower starting points, particularly in communication, language and early learning, making strong continuous provision essential. (SDP Aim 2).
2	Speech, language and communication needs impact pupils' ability to access learning and articulate their thinking across the curriculum (SDP Aim 1).
3	Social, emotional and mental health needs affect engagement, behaviour and readiness to learn.
4	Reduced access to enrichment opportunities and wider experiences, limit cultural capital and curriculum engagement, particularly in foundation subjects (SDP Aim 3).
5	Attendance and engagement challenges for a small number of pupils, including persistent absenteeism and school refusal (SDP Aim 4).

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
Disadvantaged pupils demonstrate improved engagement and subject-specific vocabulary in foundation subjects. (SDP Aim 1+3)	Floor books, lesson observations and work scrutiny show increased participation and purposeful talk by disadvantaged pupils in foundation subjects. Pupil voice indicates improved confidence in discussing learning using subject-specific vocabulary. Teachers' assessments show improved retention and application of key vocabulary over time.

Persistent absence among disadvantaged pupils is reduce (SDP Aim 4)	Attendance data shows a year-on-year re-duction in persistent absence for disadvan-taged pupils. The gap between disadvantaged pupils’ at-tendance and that of their peers is narrowed. Targeted pupils demonstrate improved en-gagement with school and sustained attend-ance over time.																							
Disadvantaged pupils make at least good progress from their starting points across all key stages.	Internal assessment data shows disadvan-taged pupils making progress in line with or exceeding age-related expectations. The majority of disadvantaged pupils meet or exceed their individual progress targets. Progress data shows accelerated progress for pupils who entered with lower starting points.																							
Attainment gaps between disadvantaged pupils and their peers are narrowed, including in GPAS outcomes. (SDP Aim 1) Disadvantaged pupils - EGPS expected standard <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th></tr><tr><td>3-year</td><td>59</td><td>53%</td><td>59%</td><td>Close to average (non-sig)</td></tr><tr><td>2025</td><td>14</td><td>57%</td><td>60%</td><td>Close to average (non-sig)</td></tr><tr><td>2024</td><td>26</td><td>42%</td><td>59%</td><td>Below (non-sig)</td></tr></table>	Year	Cohort	School disadvantaged compared to national disadvantaged			School	National	National distribution banding	3-year	59	53%	59%	Close to average (non-sig)	2025	14	57%	60%	Close to average (non-sig)	2024	26	42%	59%	Below (non-sig)	End-of-key-stage and internal assessment data shows a reduced attainment gap in reading, writing, maths and GPAS outcomes. Disadvantaged pupils’ outcomes improve year on year and compare more favourably with non-disadvantaged pupils. Monitoring evidence shows disadvantaged pupils accessing appropriately challenging learning.
Year			Cohort	School disadvantaged compared to national disadvantaged																				
	School	National		National distribution banding																				
3-year	59	53%	59%	Close to average (non-sig)																				
2025	14	57%	60%	Close to average (non-sig)																				
2024	26	42%	59%	Below (non-sig)																				
Stronger outcomes for disadvantaged pupils in EYFS and KS1 as a result of high-quality continuous provision (SDP Aim 2).	An increased proportion of disadvantaged pu-pils achieve a Good Level of Development in EYFS. KS1 assessment data shows improved at-tainment and progress in early reading, writ-ing and maths. Observations and assessment evidence show disadvantaged pupils engaging pur-posefully in continuous provision																							
Improved oracy, vocabulary and confidence in expressing ideas through structured talk and curriculum engagement (SDP Aim 1 & 3).	Lesson observations and Voice 21 bench-marks show improved quality of pupil talk and participation. Disadvantaged pupils use increasingly ambi-tious vocabulary in spoken and written work. Floor books and pupil voice demonstrate im-proved reasoning, explanation and discus-sion skills.																							

Improved attendance and reduced persistent absence for disadvantaged pupils (SDP Aim 4).	Attendance data shows improved overall attendance rates for disadvantaged pupils. Persistent absence among disadvantaged pupils is reduced compared to previous years. Case studies demonstrate the impact of targeted support on pupils previously experiencing attendance barriers.
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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: £65,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. High-Quality Teaching (EEF: High impact, low cost)	High-quality teaching is at the heart of our approach and the strongest lever for improving outcomes for disadvantaged pupils. In line with EEF guidance and Ofsted expectations, we prioritise: • Staff training in collaborative learning approaches and effective use of continuous provision (EEF: Collaborative Learning) • Strong subject knowledge and adaptive teaching • High expectations and appropriate challenge for disadvantaged pupils • Early identification of misconceptions and gaps This approach supports SDP Aim 1 by embedding oracy-rich classroom practice, ensuring disadvantaged pupils benefit from structured talk opportunities that improve reasoning, language development and written outcomes The introduction of floor books across foundation subjects supports SDP Aim 3 by promoting talk, reflection, vocabulary	1,2

	development and shared thinking, ensuring disadvantaged pupils are actively involved in curriculum learning and can articulate their understanding. We have invested in professional development to ensure teaching remember more, do more and know more over time.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £81,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Academic Support (EEF: Targeted interventions, structured programmes)	Targeted academic support is used where assessment identifies specific need. This includes: • Speech and language therapy (EEF: Oral Language Interventions – high impact) • Talk Boost and structured language programmes to improve communication skills • Reading Plus and Century to support personalised, responsive learning (EEF: Digital Technology – moderate impact when used purposefully) • Additional staff time to deliver structured interventions with fidelity This supports SDP Aim 2 by strengthening EYFS and KS1 provision through high-quality continuous provision, targeted language intervention and early support, particularly for disadvantaged pupils accessing the new nursery provision. Pupils who join West Boldon with low attainment on entry are supported to make accelerated progress through timely, evidence-informed intervention.	1,2

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

Budgeted cost: £ 55,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Strategies: Social, Emotional and Behavioural Support (EEF: SEL, Behaviour Interventions)	Recognising the strong link between wellbeing and learning, we have invested in: • Training staff in ELSA, Drawing and Talking, Lego Therapy and Sleep Talkers (EEF: Social and Emotional Learning – high impact) • The Commando Joe programme to develop resilience, teamwork, leadership and self-regulation (EEF: Behaviour Interventions) • A dedicated sensory room to support regulation and readiness to learn • Bespoke provision for pupils with significant barriers to attendance, including a personalised curriculum for pupils experiencing school refusal These approaches support pupils to build confidence, emotional literacy and positive learning behaviours.	3,4
Early Identification and Specialist Support (EEF: Effective diagnostic assessment)	Early identification of need is a priority. Pupil Premium funding supports: • Weekly input from a Speech and Language Therapist • Regular involvement of an Educational Psychologist to support early identification, staff CPD and targeted advice This ensures needs are identified early and support is put in place promptly, reducing escalation and long-term impact.	1,2,3,4
Access to the Curriculum and Enrichment (EEF: Removing practical barriers)	To ensure equitable access to learning, we have invested in: • Additional iPads to enhance curriculum access and engagement • Resources to support continuous provision and inclusive classroom practice	4,5

	• Opportunities to develop pupils' social and cultural capital, ensuring all pupils can access enrichment, leadership and responsibility In line with SDP Aim 4, Pupil Premium funding is used to improve attendance and reduce persistent absenteeism through personalised support, targeted SEMH provision and bespoke curriculum pathways for pupils experiencing barriers to regular attendance	
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Total budgeted cost: £202.290

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improve outcomes for disadvantaged children

- The attainment gap will be reduced and disadvantaged outcomes will be on a par with peers and in line with national comparisons
- Improved outcomes in Problem Solving and reasoning
- Pupils are able to read by the age of 7 and those who can't will have made significant progress through targeted interventions
- Pupils will have access to bespoke interventions to support retention of knowledge and skills and close through in school tutor.
- Pupils will be able to access a range of technology to support closing specific knowledge gaps

Outcomes for disadvantaged pupils at West Boldon Primary School show that the Pupil Premium strategy has been effective in improving attainment and reducing gaps with national outcomes.

In 2024/25, 71% of disadvantaged pupils reached the expected standard in reading, writing and maths, compared with a national average of 47%, demonstrating outcomes well above national levels. Over the latest three-year average, disadvantaged pupils continue to perform above national comparisons, indicating sustained impact.

Subject-level data further supports this success. In reading, 79% of disadvantaged pupils met the expected standard in 2024/25 (national: 63%), demonstrating that the majority of pupils learn to read successfully by age 7. Pupils who did not meet the standard made strong progress through targeted reading interventions.

In mathematics, 79% of disadvantaged pupils achieved the expected standard in 2024/25, significantly above the national average of 61%, reflecting improved problem-solving and reasoning skills.

In writing, teacher-assessed outcomes remain strong, with a three-year average of 69% compared to 59% nationally, demonstrating the impact of targeted support and in-school tutoring on retention of knowledge and skills.

Targeted interventions and the effective use of technology have supported personalised learning, enabling pupils to close specific gaps and sustain progress. Overall, disadvantaged pupils' outcomes are increasingly in line with, and often exceed, national expectations, demonstrating a clear reduction in the attainment gap.

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Above
2024/25	71%	47%	Above
2023/24	50%	46%	Close to average
2022/23	47%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average
2024/25	79%	63%	Above
2023/24	65%	62%	Close to average
2022/23	53%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25	71%	59%	Above
2023/24	65%	58%	Close to average
2022/23	74%	58%	Above

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	66%	60%	Close to average
2024/25	79%	61%	Above
2023/24	50%	59%	Close to average
2022/23	79%	59%	Above

Reduce persistent absenteeism

- PAs are reduced to less than the national figure for all pupils
- Pupils ability to know and remember more against target memories/curriculum end points is demonstrated in free recall against the planned curriculum

(24-25) Persistent absence group	September - Dec	Jan - March	April to June
Whole school PA	27.0	22.53	24.61
SEN (EHCP)	30.0	16.13	22.58
FSM	35.11	34.59	31.11
SEND	32.0	27.45	30.19

(25-26) Persistent absence group	September - Dec
Whole school PA	20.3
SEN (EHCP)	17.2
FSM	30.2
SEND	21.7

The school continues to strengthen its social and emotional learning (SEL) provision, with a clear focus on building pupils' resilience, emotional literacy and readiness to learn. A wider range of therapeutic support is now in place, including counselling and targeted emotional interventions, with the offer increasingly extended to families through close partnership working with external agencies.

Disadvantaged pupils, particularly in KS2, are developing greater awareness of their own learning needs and are increasingly able to articulate when their working memory feels overloaded and independently seek appropriate support. Alongside this, the introduction and development of the Voice 21 oracy approach is strengthening pupils' confidence, communication skills and enjoyment of learning, contributing to improved engagement and outcomes.

While this remains an ongoing area of development, evidence from pupil voice, staff observations and engagement data shows positive impact, with provision continuing to expand and embed to ensure sustained improvement.

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 Training
Reading Plus	Dreambox
Century	Century Tech LTD
Commando Joe's	Commando Joe Education