

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

Funding information for 2025-26:

- Pupils who are eligible for free school meals or have been eligible in the past 6 years (£1515.00)
- Pupils previously looked after by a local authority or another state care (£2630.00)
- Children who are looked after by the local authority (£2630.00)

School overview

Detail	Data
School name	Westbrook Primary School
Number of pupils in school	510
Proportion (%) of pupil premium eligible pupils	26.8% (137 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 until 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Melvyn Tatters Headteacher
Pupil premium lead	Carly Benton Deputy Head / SENCo
Governor / Trustee lead	Paul Bepey – Chair of Governors and Disadvantaged Pupil Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,555.00
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	£207,555.00

Part A: Pupil premium strategy plan

Statement of intent

School context:

Westbrook Primary School is a large primary school with approximately 510 pupils on roll during 2025-2026. The school has a Visual Impairment Centre with capacity for ten pupils (6 pupils on-roll during 2025-26). A large proportion of pupils come from families with high levels of deprivation. The school is placed within the second quintile regarding the percentage of pupils receiving Free School Meals at any time during the last six years. This percentage is higher than the national average. The school's deprivation indicator is in line with the national average however this can be misleading due to the living arrangements of many of our families who reside in shared accommodation. Despite a drop in overall pupil numbers over the past few years Westbrook has seen a 2.3% increase in the number of pupils eligible for PP funding.

The majority of our pupils (69.8%, 356 pupils) have English as an Additional Language (EAL) placing the school within the top quintile (top 20% of schools nationally). A large proportion of the school roll come from minority ethnic groups (approx. 90%).

The percentage of pupils receiving SEND support (18%) falls within the top quintile and is significantly above national average (14.2% in 2025). This percentage at Westbrook shows a stable trend over the last three years however the level of need demonstrates an increasing level of complexity despite numbers remaining constant and therefore an increase in the level of provision required from school. The percentage of pupils with an Education, Health & Care Plan (EHCP) is currently 3.1% (this represents a 0.4% increase on the previous academic year). This percentage does not include pupils who are in the process of receiving an assessment for an EHCP or those that school plans to request an assessment for.

Objectives for our disadvantaged pupils:

Our intention is that all pupils, irrespective of their background or the challenges they experience, make good progress and achieve their potential across all areas of the curriculum. The focus of our pupil premium strategy is to enable disadvantaged pupils to achieve good progress and attainment, this includes high attaining pupils.

We will consider the challenges encountered by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Ensuring high-quality, adaptive teaching and Ordinarily Available Provision (OAP) is at the centre of our approach, whilst maintaining attention 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. Staff at Westbrook receive Professional Development (PD) relating to adaptive teaching and OAP (November 2025). 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.

We recognise the importance of referring to an evidence base when selecting and implementing particular interventions or strategies to increase the achievement of our disadvantaged pupils e.g. EEF. The Sutton Trust research highlights the benefits of whole school approaches, which can have a significant impact on raising standards for disadvantaged pupils. Whole school approaches implemented at Westbrook Primary have included e.g. Thinking Skills, Class Charts, Destination Reader (KS2), My Mastery (currently taught from Reception to Year 6) and Read Write Inc. etc. The school has more recently embedded further approaches across the school including Get Hounslow Reading - Reading for Pleasure (RfP) and Zones of Regulation. The latter focuses on targeting identified SEMH needs in our pupils with the aim of having a positive impact on levels of engagement and subsequently learning outcomes and is having a positive impact on pupil ability to recognise their emotions and identify strategies to support them in regulating these emotions. Westbrook has also implemented a new learning platform called Learning Village which is designed specifically to support beginner EAL learners. This has been in response to an increase in pupils with little or no English to the school in the last 12 months (see *challenge 5 in the section below*).

In response to current KS2 data, Westbrook has also signed up to a new initiative: Get Hounslow Writing in the aim of improving outcomes in writing particularly for boys at the school.

We recognise that although we have a large number of Pupil Premium children (26.8%) at Westbrook they are not one homogenous group. We will identify specific groups and various needs, and how these can be best met to improve the outcomes for all PP eligible pupils e.g. Higher Attaining disadvantaged pupils. These pupils receive high quality teaching in the classroom and then targeted interventions where appropriate.

Our strategy is also integral to wider school plans for education recovery. All pupils in Year 6 receive additional academic support through daily revision sessions from September until May. This includes additional teaching and access to specially tailored curriculum textbooks.

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 learning in which they participate (adaptive teaching supports the needs of all pupils)
- act early to intervene at the point need is identified (misconceptions are addressed within lessons)
- 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	Previous setting reports, benchmark assessments and observations reveal that a substantial number of children are attaining below the expected level on entry to Westbrook Primary School. This remains the case for the 2025-26 cohort.
2	Assessments, observations, and interactions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. There has been an increase in the number of children who display significant difficulty with speech, language and communication skills on entry to Westbrook.
3	Monitoring through assessments, observations and reading interventions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and the comprehension of language than their peers. This negatively impacts their development as readers.
4	Our assessments, observations, book looks and conversations with pupils indicate that the education of many of our disadvantaged pupils has been impacted by limited access to suitable resources and experiences in and out of the home, and this is to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and with a greater impact for boys.
5	Our data reveals that a large number of our disadvantaged pupils are from minority ethnic groups and are learning English as an Additional Language (69.8% which is an increase from 66% last year). Many of these children are attaining below the age-related expectation and require a sustained period of tailored intervention to be able to close gaps in learning.
6	The percentage of disadvantaged pupils who are identified as having a SEND (23.3%, a slight decrease from the previous year 24.4%) is

	significantly above the national average. This is the first decrease after an increasing trend over the last three years.
7	Our assessments (including parent surveys), observations and discussions with pupils and families have identified social and emotional concerns for many pupils, notably due to a lack of enrichment opportunities and the current strain on families (financially, emotionally and socially) due to societal and financial issues. These challenges particularly affect disadvantaged pupils, including impacting their attainment.

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.	KS2 reading outcomes in 2027/8 show that more than 80% of disadvantaged pupils met the expected standard.
Increase in the percentage of pupils attaining age-related expectation in writing (focus on PP & boys)	KS2 writing outcomes in 2027/8 show that more than 80% of disadvantaged pupils met the expected standard
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2027/8 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing in 2027/8 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils e.g. school clubs, cycling skills
Improved reading attainment for disadvantaged pupils identified as having a SEND.	KS2 reading outcomes in 2027/8 demonstrate that all disadvantaged pupils with an identified SEND are making expected progress and that the percentage achieving the expected

	<p>standard has increased by 10% over the period of the strategy plan.</p> <p>The percentage of children with SEND accessing the Read Write Inc. phonics intervention on entry to KS2 is decreasing by 5-10%.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from pupil voice, pupil and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£46,855.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lesson Study Approach (used as part of our triad monitoring / deep dive processes)</p> <p>The focus this year is: opportunities for all pupils to be given opportunities to provide feedback during lessons. This will be assessed during reading comprehension (KS1) or Destination Reader lessons (KS2).</p> <p>These opportunities enable the children to make contributions in a variety of ways demonstrating the knowledge and skills that they have learnt.</p> <p>This activity enables staff to target specific pupil groups for monitoring e.g. PP / SEND/ Black African</p>	<p>The Lesson Study approach is a method of professional development that encourages all teachers to reflect on their teaching practice through a cyclical process of collaborative lesson planning, lesson observation, and examination of student learning. The process involves a member of SLT overseeing the process and facilitating productive conversations between staff members and during pupil interviews which include disadvantaged pupils. Any identified EBIs (Even Better Ifs...) are collated and then school aims to address these as quickly as possible.</p> <p>https://socialsciences.exeter.ac.uk/education/thinkingschools/resourcesforteachers/lesson_study/</p> <p>See the link below for research on the impact of feedback strategies highlighting the positive impact of feedback for a low cost to the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1-6</p>
<p>ECT Recruitment and Retention Service</p>	<p>Hounslow's Recruitment team provides specialist advice and a range of strategic measures in recruiting and retaining staff. Through bespoke on-line recruitment systems,</p>	<p>2, 4, 5 & 6</p>

<p>Ensuring a high level of quality teaching at the school (adaptive teaching & OAP evident)</p>	<p>local and digital employer branding and well-established relationships, we can select staff with the most appropriate experience.</p> <p>Recruitment and Retention Service – Hounslow Services for Schools</p>	
<p>Challenge Partners Membership Quality Assurance Review (QAR) – participating in this as a school and sending SLT to other schools to conduct a QAR. This partnership enables review of processes at our school and also provides very effective professional development for the SLT members who visit other schools.</p> <p>The intended outcome is that we reduce gaps in educational attainment for pupils and focus on school improvement.</p>	<p>This organisation enables schools across the country to share excellent practice, facilitating peer review and running programmes grounded in evidence of what works, so that all pupils can benefit from the combined wisdom of the system, and of other sectors.</p> <p>SLT are involved in peer reviews at schools across the country. This enables staff to experience first-hand in-depth monitoring and questioning.</p> <p>Westbrook Primary School is also reviewed annually by an external QAR team to support the school in reviewing its current practice and identifying areas for further development.</p> <p>https://www.challengepartners.org/quality-assurance-review</p>	<p>1-6</p>
<p>Sensory Smart Child Therapy (OT and SaLT) provided for half a day on a weekly basis</p>	<p>A private Paediatric Therapy practice offering comprehensive assessment and therapy services for children 0 - 16 years through fun, education and play.</p> <p>We have several children (with an EHCP within the mainstream setting) who access support from a Senior SaLT and / or Senior Occupational Therapist to enhance the provision delivered to meet the identified outcomes in their EHCP.</p> <p>Professional Development of staff regarding SaLT and OT is addressed by the organisation. Procedures and techniques are modelled to staff who then deliver the programme of therapy on a regular basis when the therapists are not onsite.</p>	<p>6</p>

	Meetings with parents also enables strategies to be implemented within the home environment too.	
Staff INSET (weekly and whole day sessions)	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during weekly Support Staff meetings delivered by the Deputy Headteacher and weekly INSET sessions.</p> <p>We are the leading school for the LA Maths Hub.</p> <p>SLT have designated out of class time</p> <p>All staff who facilitate curriculum teams are enabled to do so effectively by having release time once a term.</p> <p>Curriculum Team Leads and members attend termly CPD sessions (Subject Leader Network Meetings) to ensure that staff are up-to-date with their subject knowledge and being able to support colleagues at school to deliver an effective curriculum showing a progression of skills and opportunities for pupils to revisit prior learning.</p>	1-6 depending on the specific content of the session
Maintaining the Google Suite Google classroom, gmail and Google Chat is enabling parents to have greater involvement and insight into their children's learning	<p>Enhance the provision of high quality teaching for pupils particularly during the current times when several children are having to isolate or during periods of lockdown</p> <p>This IT suite has also enabled school to:</p> <ul style="list-style-type: none"> encourage parents to support their children with, for example reading or homework; increase the involvement of parents in their children's learning activities <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	4-6

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

Budgeted cost: **£104,500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further	Systematic synthetic phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	3, 5 & 6

<p>phonics support. Read, Write Inc. intervention groups delivered daily in EYs, Key Stage 1 and Lower KS2</p>	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Year 6 revision sessions (daily from 8:00am from September 2025 through to May 2026). These sessions are led by the Year 6 class teachers to ensure familiarity and consistency with regards to the curriculum being taught and ability to assess progress and attainment. Year 6 teachers also attend PD from the LA regarding making secure judgments as part of their assessment to ensure consistency across pupil attainment.</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2-6
<p>Lexia Reading Intervention (School and home intervention) School has doubled the number of licences due the positive feedback. We now have approx. 60 completing the programme.</p> <p>Power-Up (programme linked to Lexia) has been implemented for Y6 pupils who are ready</p>	<p>Targeted support for 60 pupils across KS2 (<i>majority in Year 3 and Year 6 to support transition between KS1 & KS2 and KS2 and KS3</i>) identified as needing additional support with their reading following assessment and observation in Year 2 & Year 5. HLTA to deliver and monitor the Lexia programme and provide additional booster groups (Lexia is timetabled three times a week within school and allocated specific number of minutes to be completed at home), including PPG children across the year groups.</p> <p>HLTA provides weekly updates regarding pupil progress and one-to-one sessions where required. Pupils are also now being signposted to other LSAs to deliver one-to-one sessions to increase capacity.</p>	3, 4, 5 & 6

<p>to move on with their learning</p>	<p>We have a group of pupils following the Power-Up programme in Y6 to ensure that they continue to make the progress already seen as a result of them participating in Lexia.</p> <p>Highly regarded phonic intervention recommended by external agencies supporting specific pupils within the school (i.e. a Learning Consultant)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Rapid Reading – Active Learn, Pearson (reading intervention) Small group intervention delivered by LSAs from Y3 to Y6 (Reading and maths) 30 minute sessions delivered at three times a week in groups of up to 6 pupils.</p>	<p>CPD session for LSAs delivered by Deputy Head / SENCo to ensure consistency in delivery and new staff understand the intervention</p> <p>New staff observe more experienced staff delivering the intervention before they begin to do so</p> <p>Resources purchased for RR including Teaching Guides and books for Stages 7-9 (for UKS2 pupils)</p> <p>An independent study by the National Foundation for Educational Research (NFER) found that children participating in this intervention can make twice the amount of progress compared to typical reading sessions.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5 & 6</p>
<p>TT Rockstars and Numbots</p>	<p>Children from Y1 to Y6 use these mathematical programmes to develop their understanding, recall and fluency in basic maths. Teachers set competitions such as 'Battle of the Bands' and monitor the Heat maps which are shared with pupils fortnightly to ensure high levels of pupil engagement and identify and support those pupils who need it.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5 & 6</p>
<p>My Mastery (whole School approach to developing attainment in maths)</p>	<p>3x week 20 minute sessions aimed at targeted children to develop maths skills through concrete visual methods</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5 & 6</p>

	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Get Hounslow Reading - Reading for Pleasure (whole school approach)	<p>Get Hounslow Reading is a long-term borough-wide commitment to improving children's life chances through inspiring them to read and to ensure reading is at the heart of its provision for all children.</p> <p>We have identified RfP teachers throughout the school who have revisited the training and expectations of best practise in Phonics and early reading teaching and reinforcing the mandate to ensure every child is taught to read in Primary school. These teachers have been supporting colleagues across the school to deliver this approach. The Reading for Pleasure (RfP) pedagogy is a living pedagogy that is crafted from an evidence base and continues to be reviewed and researched by the Open University.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5 & 6
Get Hounslow Writing Westbrook joining the project from 2025, (whole school approach) encouraging the will to write.	<p>Get Hounslow Writing is a long-term Writing for Pleasure primary project aimed at KS1 and KS2 teachers. It has been developed to meet the writing needs of schools across the borough and delivered in partnership with senior lecturers from St Mary's University.</p> <p>This three-year project is aimed at growing a team of expert, engaged teachers to develop the 'will' to be a writer within their pupils.</p> <p>Westbrook has identified members of staff who will engage with the project and help to deliver it across our school.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1762686698</p>	2, 4, 5 & 6
Daily Readers (whole school approach)	Daily reading intervention supported by LSAs and CT who listen to targeted children (usually 6 per class) read on a one-to-one from Years 1-6	2, 3, 5 & 6

	<p>All LSAs/HLTAs complete the Daily Readers intervention between 8:30-9:00am Monday to Friday</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Destination Reader (DR) Hackney Learning Trust</p> <p>(KS2 approach to developing a deeper understanding of what is being read. This method of whole class teaching reading skills is delivered in the summer term of Y2 to help prepare the children for the change in Y3).</p>	<p>Implemented across KS2 from Y3-Y6. DR involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems.</p> <p>Destination Reader enables staff to improve their effectiveness in the teaching of reading through the use of proven techniques involving language stems and other strategies.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5 & 6
<p>Read, Write Inc. – Ruth Miskin</p> <p>Subscription and training for staff regarding the purpose and delivery of this programme</p>	<p>Read, Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p> <p>This approach to teaching reading and writing is embedded across EYs and KS1 and used as an intervention where necessary in LKS2 and enables Westbrook to develop high quality teaching which is having an impact upon progress and attainment (observations and book looks)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5 & 6

<p>Learning Village</p>	<p>The Village is a language learning platform that helps children learn English through images. The units link to areas of the curriculum being taught at school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions</p>	<p>2, 4, 5 and 6</p>
<p>NELI (Nuffield Early Language Intervention) Programme (Reception)</p> <p>Each NNEB or LSA attached to the Reception classes delivers three small group sessions and two individual sessions to a targeted group of around 3-6 pupils for 20 weeks.</p>	<p>NELI is an evidence-based early intervention programme that is delivered in Reception to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidenced early language programme available to schools in England.</p> <p>The NELI programme includes a range of supportive tools: online self-paced training for teachers and TAs, an online delivery support hub, a tablet-based language assessment tool (Language Screen) to support with identifying pupils to receive NELI, and the resources and session plans to deliver the programme to pupils.</p> <p>School has also used NELI as evidence of a language screen when wanting to refer a child to the Speech and Language Therapy Service in Hounslow.</p> <p>https://www.teachneli.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1, 2</p>
<p>Other Learning Support Assistant led interventions</p>	<p>These interventions enable targeted deployment, where teaching assistants are</p>	<p>1-6</p>

<p>Small groups interventions or 1:1 where necessary. Pupils receive keep-up sessions in the afternoons in maths or English where they have been assessed as not meeting the learning objective for the mornings lessons</p>	<p>trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Teaching Assistant Interventions EEF (education endowment foundation.org.uk)</p>	
<p>Key Texts</p> <p>Every year group has a key text linked to the subject units that they teach to facilitate greater links and opportunities for cross-curricular writing. This is embedded across the school from Reception upwards. The key text is used as the basis for the English planning and also links closely to the Destination Reader planning and delivery.</p> <p>There have been some updates for 2025 due to changes to the history, geography and science curricula.</p>	<p>Planning and books have been scrutinised and learning walks conducted throughout the previous year showing good use of the text. Feedback from staff and children has been very positive and use of a key text will continue into the next academic year.</p> <p>Quality first teaching in English supported through the use of identified, age-appropriate texts being shared with the class.</p> <p>The key texts identified for each year group are reviewed annually. It is anticipated that there might be some proposed changes ready for the next academic year due to changes in foundation subject schemes being utilised more recently.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5 & 6</p>
<p>Online / paper Practice Tests (e.g. Nfer tests)</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments</p>	<p>Tests enable children to be identified for targeted support. Areas of the curriculum which need to be developed are identified and addressed.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5 & 6</p>

are interpreted and administered correctly.		
Input and assessment from a Learning Consultant	<p>Targeted children referred to and assessed by the Learning Consultant when all universal and specific school interventions are not impacting to the extent school had predicted</p> <p>Parent consultations to support families</p> <p>Direct assessment and observation of the identified pupils</p> <p>Active dialogue with SENCo regarding effective strategies for support to enhance pupil outcomes</p> <p>Reports generated, outlining specific recommendations that school can implement to support meeting the needs of the pupils and / or can be used to supplement the information gathering process if school is seeking additional support from the LA through an EHC Plan</p>	3-6

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

Budgeted cost: £56,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thinking Skills School approach</p> <p>Whole staff training</p> <p>Monitoring of Thinking Skills through Curriculum Reviews to be held across the academic year e.g. PSHE and geography</p>	<p>Westbrook Primary successfully achieved the accreditation in 2024 and is now officially a Thinking School.</p> <p>New members of staff have, and continue to receive training teaching them about the embedded approaches including Thinking School tools across the school e.g. De Bono's Thinking Hats and Thinking Frames.</p> <p>https://socialsciences.exeter.ac.uk/education/thinking-schools/resourcesforteachers/thinkinghats/</p> <p>Thinking Frames - Thinking Frames are visual teaching tools that foster and encourage lifelong learning, developed by David Hyerle of the Innovative Learning Group. The 'Tools for Learning' manual is the primary resource for instruction of Thinking Frames.</p>	1-6

	<p>As a school we are sharing our good practice and modelling how the Thinking skills are used effectively with other teachers from other countries. We have received several visits from groups of teachers from Lithuania. Most recent visit taking place during September 2025.</p> <p>End of Unit Reflections have been embedded at the school as an effective tool for pupils to demonstrate what they have learnt during each unit. This approach has been demonstrated at a Thinking Skills conference in the summer term of 2024. We will continue to develop the use of the End of Unit Reflections as a method for improving pupil recall of prior learning using Thinking Skills.</p> <p>Growth Mindset approach https://socialsciences.exeter.ac.uk/education/thinking-schools/ Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
<p>PSHE Jigsaw approach with the aim of enhancing provision across the school and subsequently improving well-being.</p>	<p>Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw provides well-structured, progressive lesson plans with all teaching resources included.</p> <p>Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.</p> <p>This programme is also used to plan other aspects of the school day e.g. school assemblies which link to the themes set out by Jigsaw. https://www.jigsawpshe.com/</p> <p>There is a whole-school review of PSHE and the Jigsaw approach due in Spring term 2026 and any recommendations for adjustment will be implemented across the school to further enhance provision for our pupils, and in particular our disadvantaged pupils.</p>	4
Edu-key / Class Charts	Behaviour Interventions. Class Charts involves a universal approach to classroom management	2, 4 & 6

	<p>with the aim of maintaining high expectations for behaviour and ensuring a consistent approach across the school.</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Edu-key is a system used by staff to generate and review Individual Learning Plans for those pupils identified as having a SEND.</p> <p>Staff have been updated regarding how the system operates</p> <p>New members of staff are familiar with the system</p> <p>Identified children are set appropriate targets and these are discussed with parents and reviewed termly by the class teacher</p> <p>Provision being accessed is outlined clearly</p> <p>Where targets are met new suitable targets are set</p> <p>Where targets are not met there is a discussion with the Phase Leader during Pupil Progress Meetings and / or the SENCo to arrange relevant next steps.</p>	
Woodbridge Park Education Service (WPES)	<p>More specialised programmes which are targeted at students with specific behavioural issues. A couple of children have been referred to this service to seek outreach support or links to other necessary services e.g. Play Therapists. These pupils require more specialist support to help manage their self-regulation or social and emotional skills in particular. It is anticipated that Westbrook will also access outreach support during 2025-26 but could also access onsite support if necessary.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4, 6
Swimming (Life Skill – Year 5)	<p>In line with our school vision and developing key life skills in our pupils before they leave Westbrook.</p>	7

	<p>Many of our pupils have not had the opportunity to go swimming or attend lessons prior to their experience at school</p> <p>Lesson Plans and awards linked to teaching Water Safety</p>	
Extra-curricular clubs	School will ensure that disadvantaged pupils engage in enrichment activities across the year groups e.g. cycling, football, choir, scrabble etc.	4, 5, 6 & 7
<p>ELSA (Emotional Literacy Support Assistant)</p> <p>Emotional support for targeted children delivered on a 1:1 basis as required</p> <p>Half termly supervision sessions led by an Educational Psychologist from Hounslow</p> <p>Half termly meetings between ELSAs and the SENCo to review caseload and efficacy of practice</p>	<p>ELSA is an initiative developed and supported by educational psychologists (Shelia Burton), who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p> <p>Small group of children identified as being able to benefit from 1:1 intervention. The trained ELSAs support children with increased levels of anxiety, difficulty managing feelings of anger or other emotions, bereavement or coping with a sick family member etc. This intervention allows the child space and time to develop a strong, consistent relationship with a member of staff and the opportunities to work through the difficulties and explore strategies to improve how the young person feels and copes with particular situations.</p> <p>2025-26 - Three ELSAs support children who have been referred to them. All three receive termly supervision sessions delivered by the designated EP from Hounslow. Westbrook often hosts these sessions and ELSAs from other Hounslow schools attend.</p> <p>School has internal assessment of the intervention in addition to that provided by the EEF, including post support surveys and parental c</p> <p>SEL interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	7
Zones of Regulation	There is extensive evidence associating childhood social and emotional skills with	5

<p>Teaching and support staff have received training regarding this curriculum and this will be implemented as a whole-school approach to help support SEL teaching at Westbrook Primary</p>	<p>improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1675644805</p>	
<p>Parent Support Advisor (PSA)</p>	<p>To assist and support pupils and families with a wide range of matters</p> <p>Attendance</p> <p>Improving engagement with hard to reach families</p> <p>Wide range of families supported</p> <p>Worked closely with the EWO to effectively tackle attendance and punctuality issues at the school</p> <p>Increased parental engagement and involvement in the school</p> <p>Disadvantaged families signposted to a wide range of services available in the local community</p> <p>Supporting PP families through Heston Station project</p> <p>Delivering or organising parent workshops e.g. Healthy Eating</p> <p>Providing 1:1 support for identified pupils</p> <p>Liaising with the Inclusion Leader re: pupils and their families</p> <p>Networking with other local primary schools and a local secondary school that accepts a large proportion of our pupils. Allowing families to be supported during transition stages</p>	<p>7</p>
<p>Arbor Support</p>	<p>Enabling analysis of data e.g. related to attendance to further improve systems</p>	<p>4-7</p>
<p>Tes (MyConcern)</p>	<p>Tes provides a range of software supporting schools with timetabling, SEND provision, behaviour management, staff wellbeing and parents' evenings.</p> <p>My Concern is an online system which has enabled effective confidential record keeping system re: safeguarding issues to be established across the school. This system is essential for the DSL and DDSLs across Westbrook to record and manage any safeguarding issues which arise</p>	<p>7</p>

	across the school. CPD is provided to staff on an annual basis in-house to ensure that all staff are clear about how to use the system and their responsibility regarding safeguarding.	
Mental Health Lead training	PSA to revise the Mental Health Training where necessary	7
'New uniform' bank Refuges and disadvantaged pupils provided with school uniform	Providing uniform where necessary can help a child to feel a sense of belonging to the school and connection with their peers who are also wearing the uniform. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	7

Total budgeted cost: £207,555.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Westbrook Primary School has analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and its own internal assessments.

The DfE "intend to present the 2024-25 performance measures in a broadly similar way to prior to the pandemic, for example, with comparison tables for schools, local authorities and multi-academy trusts".

The DfE has shared our school's 2025 performance data with us.

Our internal End of Year assessments, including outcomes from end of KS2 (2024-25) reveal that the performance of disadvantaged pupils was higher than the End of Year attainment for the same group the previous year (2023-2024) in reading, writing & maths (the core subjects of the curriculum) with there being no significant difference between subjects this year. It is important to note that the End of Year attainment for non-PP pupils also increased in 2024-25 compared with the previous year (2023-24). In addition, there are fluctuations in attainment between year groups. In some year groups disadvantaged pupils attain higher than non-disadvantaged e.g. Year 5.

For example, in 2024-25 in **reading** 78% of disadvantaged pupils (99 pupils) attained the expected or above standard compared to 70% the previous year (2023-24), revealing a 8% increase. Year 6 reveals the largest gap between disadvantaged and non-disadvantaged pupils (25% difference between the two groups. This year group contained the highest number of PP pupils across the school). However, it is also important to note that in Year 5 the disadvantaged pupils attained more highly than the non-disadvantaged and we would expect this trend to continue into Year 6 for 2025-26.

In writing (2024-25), 75% of disadvantaged pupils attained the expected or above standard compared to 66% in the previous year (2023-24) revealing an increase of 9%. Year 6 data reveals the greatest disparity between the two groups. However, it is important to note that in some year groups the disadvantaged pupils' attained more highly than the non-disadvantaged e.g. Year 1 and Year 5 (Year 4 last year therefore trend continued into 2024-25).

In maths (2024-25), 80% of disadvantaged pupils attained the expected or above standard compared to 73% in the previous year (2023-24), revealing an increase of 7%. Year 6 reveals the greatest gap between disadvantaged and non-disadvantaged (15% difference between the two groups. However, it is also important to note that in several year groups the disadvantaged pupils attained more highly than the

non-disadvantaged e.g. Year 1 (87% PP compared with 86% non-PP) and Year 5 (91% PP compared to 88% nonPP).

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from 2024-25 reveals:

- **Reading** - 78% of disadvantaged pupils attained Expected or higher compared with 84% of non-disadvantaged pupils across the school
- **Writing** - 75% of disadvantaged pupils compared to 80% of non-disadvantaged pupils
- **Maths** - 80% of disadvantaged pupils compared to 86% of non-disadvantaged pupils

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic (currently approximately 6%). Although there are differences between year groups, there are some PP children who attain very highly.

Of the group of disadvantaged pupils, 24.4% of the children were also identified as having a SEND.

Of the group of disadvantaged pupils, 66% of the children were also identified as learning EAL.

It is also important to note that the disadvantaged group is not a homogeneous group i.e. there are some higher attaining pupils in this group and this could help to explain the difference in attainment levels between year groups. In addition, it would be beneficial to look at strategies being employed in the higher attaining year groups to see if any effective strategies could be implemented across the school to improve the data for this academic year. Progress and attainment of the disadvantaged pupils will be monitored regularly throughout the academic year e.g. pupil progress, meetings, lesson study approach, pupil interviews etc. to ensure that there is an increase in attainment for the next academic year.

Absence among disadvantaged pupils is in line with that for regional and national data. During 2024-25 there was no significant difference between rates of persistent absence of disadvantaged pupils compared with non-disadvantaged children. Attendance of all pupils is a key priority at Westbrook and we continue to monitor and challenge persistent absenteeism across the school. We have a named Attendance Officer, Mrs Benton and a Parent Support Advisor, Mrs Jones who work closely to maintain high attendance percentages.

In line with our assessments and observations, we have used pupil premium funding to provide wellbeing support and targeted interventions where required for all pupils. We are building on that approach with the activities detailed in this plan e.g. the implementation of Get Hounslow Writing which is specifically, an intervention designed to increase enthusiasm and engagement in writing. The impetus for this intervention has arisen from the lower percentage at the end of KS2 in comparison with the other core subjects. We want to ensure high quality provision / intervention to support the development of the pupil's English writing skills across the school.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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