West Hill School pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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.

School overview

Detail	Data
School name	West Hill School
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 **2025-2026** 2026-2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Abigail Slade
Pupil premium lead	Lucie Scott / Helen Pearman
Local Board lead	James Kidd

Funding overview

Detail (2025-2026)	Amount
Pupil premium funding allocation this academic year	£87,870
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	£87,870

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged children. Whilst socio-economic disadvantage is not always the primary challenge our children face, we do see a difference in outcomes for disadvantaged children across the school, particularly in terms of:

- Emotional, mental, and social wellbeing
- Family engagement
- Attendance levels
- Cultural and social capital

West Hill considers the consistency of high-quality teaching as well as pastoral support as the biggest driver of pupil attainment, particularly for those from disadvantaged backgrounds. This is achieved through setting consistently high expectations, monitoring progress, sharing best practice and a commitment to our curriculum and school values (see visuals below) that supports all children's learning.

Tools such as the disadvantaged barrier screening tool are used to identify areas of support that can be offered and any families that would specifically benefit from this.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all children in our school where funding is spent on whole-school approaches such as: curriculum design, whole school events, sustainable staffing model with capacity and high-quality teaching. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each child, based on observations, assessments, and discussions with families. This will help us to ensure that we offer children the right support, skills and experience that they need to flourish in adult life.

Challenges

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

Challenge number	Detail of challenge
1	All of our children have additional special educational needs and this is identified on their EHCPs
2	All of our children are working below age related expectations
3	Through observation of children and discussion with families, we find that emotional, mental and social health has an impact on the progress that children make. All our disadvantaged children find emotional regulation a barrier to accessing learning and this effects their longer-term attainment.
4	Families of disadvantaged children find it challenging to engage as they do not necessarily live within the locality. Our observations demonstrate that levels of engagement at home, particularly in development of social skills, reading with children and reinforcing school expectations continue to require additional support.
5	Through observations many of our disadvantaged children have lower attendance rates. This is often linked to the frequency of childhood illnesses, communication barriers as well as medical vulnerability.
6	Through observations and conversations with children and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural and social capital outside of school with limited chances to experience out of school activities

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
High Quality Teaching for All The school's budget is robustly focused on employing the best staff, access and impact of high quality CPD, ensuring teachers maintain their focus on pedagogy & learning and as/when required rapid re-deployment of staff to minimise any escalating disruption e.g. pupil behaviour. With consistent high quality and personalised teaching, that recognises individual needs, many children have little need for additional resources beyond those available as part of their daily classroom life. Teachers take a proactive approach to identifying potential areas of difficulty at the outset of their planning and make reasonable adjustments as required to maximise progress and attainment across every lesson.	Individual tracking demonstrates that disadvantaged children are making expected progress Case studies, deep dives, regular observations and climate walks demonstrate the teaching expectations as set out in our Toolkit for Teachers All staff feel enabled to meet the complex needs of the children they teach All staff feel confident teaching early maths and early literacy skills
Whole school ethos of attainment	All disadvantaged children have a clear data profile that track their progress against 'should' and

West Hill has always focused its attention on ensuring high expectations are consistently applied for all learners. We recognise that all of our children are working well below national expectations and we have developed a model to ensure that we are target setting both a "should" target which sets out clearly the expected progress we would want to see as well as a "could" target which provides the stretch and challenge. Progress against EHCP long term outcomes are appropriately measured and timely support is put in place to help children make as much progress as possible.	'could' targets Collective group data available for comparison of vulnerable groups Achievement of short term targets that have been tracked against long term EHCP outcomes All staff use Evidence for Learning to create a overview of progress for each child across the year
Support to develop emotional, mental and social health With pupils that face learning challenges we need to ensure that our approach to supporting emotional regulation is tailored to their developmental level. Through a research-based model we ensure that our approaches are grounded in neuroscience, linked to evidence and are adapted appropriately for our very special school community. Partnering our teaching team with our wider multi professional team allows for cross discipline working and responses which are highly successful. Focused work on Emotional Coaching is part of our response to this.	Regardless of a child's stage in school a consistent and appropriate framework of support to lead to independent emotional regulation over time is implemented Parent/carers have access to workshops and training All teachers can support children to emotionally regulate, and their mental wellbeing is being positively impacted through appropriate training Robust monitoring systems are in place to monitor education, wellbeing and wider aspects of development
Individual responses with families and support to engage families Ensuring that our families are able to access their child's progress meetings on a termly basis and their Annual Review is imperative to ensure that they have a good understanding of their child's attainment towards EHCP targets. This ensures that families are working alongside the school to enable their child to achieve as much as they possibly can. Removing barriers to this through ICT support, translation, consideration of meeting times, understanding of individual family circumstances all help to ensure that our families are part of this statutory process. Our school community is not based locally. Many state that they find it difficult to engage in activities, as they are not appropriately targeted to support families with additional needs.	Attendance at termly meetings is high and parents/carers feel informed Adjustments made where feasible to support attendance at meetings that are scheduled well in advance Barriers such as technical challenges are supported A range of communication methods and planned for and considered
Supporting high levels of attendance At West Hill attendance can be very challenging for many of our children. Attendance at medical appointments, vulnerability to infections and childhood illnesses and distance to travel to school when parents are not dropping them off exacerbates this. We have a robust attendance management approach at West Hill (StudyBugs) which all parents engage in and this ensures that communication about attendance is constantly monitored and our hard to reach parents are using this system effectively. This work supports our parents to understand the importance of	Attendance for our pupils is as high as it can be High levels of communication to understand persistent absence High levels of parental engagement in management approach (100%) All absence is challenged and monitored by the wider West Hill team

their child being in school and our zero tolerance to holidays in term time is a message clearly shared with our families.	
Exposure to a range of opportunities (cultural and social capital) and raising aspirations Families share with us that they can find it challenging to access and take their children to opportunities that are not specifically designed for children with additional needs. This can limit our children's ability to access community events, celebratory occasions and typical childhood experiences. In recognising this in school it is important that we expose our children to opportunities that they may have limited chances to experience. When these events are planned and targeted it allows us to manage some of the additional considerations e.g. limiting the sensory overload	Children are given the opportunity to experience a range of events/activities within school that may not be ordinarily available to them. All children have the opportunity to engage in West Hill's 50 things (a range of experiences)

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, staffing and retention)

Budgeted cost: *£63,420*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance the skills of all staff to increase Developmentally Appropriate Play and outdoor learning opportunities.	Recommendations from EYA about benefits of outdoor play, specifically for SEN pupils https://www.eyalliance.org.uk/how-outdoor-play-can-be-beneficial-children-special-educational-needs#:~:text=Children%20learn%20how%20to%20communicate,and%20boosting%20their%20self%2Dconfidence. Studies into benefit of outdoor play https://www.naeyc.org/resources/pubs/yc/jul2017/outdoor-play-child-development A literature review of research and practice by Walsh et al. (2010) into Developmentally Appropriate Practice https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Developmentally%20appropriate%20practice%20and%20play-based%20pedagogy%20in%20early%20years%20education%3A%20A%20literature%20review%20of%20research%20and%20practice.pdf	3 and 6
To develop further the reading opportunities available to our children through staff training, home reading and continued library development	Recommendations from the EEF about how to improve literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 The DFE have released guidance for schools to meet expectations for teaching early reading https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2, 3 and 7
To enhance the skills of all staff in teaching early maths and early literacy	A longitudinal study by Duncan et al. (2007) found that early maths and literacy predicts later reading ability and general education and social progress https://pubmed.ncbi.nlm.nih.gov/18020822/ Early mathematics and reading skills underlie later school and career success. Practical and policy considerations were summarised by Purpura et al. (2019)	2, 3 and 7

	https://journals.sagepub.com/doi/full/10.1177/2372732218815923 The EEF collated research (2021) into guidance of how to support early maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
To provide staff with the appropriate skills to support effective communication e.g. MAKATON	We know that when children are able to effectively communicate it enables them to feel less frustrated, well supported and understood and appropriate teaching strategies to be identified and used https://www.gov.uk/government/collections/better-communication-research-programme	3 and 7
To increase staff capacity to enable class routines etc. to be maintained effectively during any absence or at an increased level to support further resourcing and access	We know through observation that our children manage best when they work alongside staff that are familiar and who they have built positive relationships with. These staff members work in-line with our high expectations and promote school values when working with our children.	1, 3 and 4
To ensure that our staffing team has the capacity and expertise to enhance children's learning across the curriculum e.g. additional swimming teacher /Sports lead	Research by the University of Bedfordshire found that PE specialists should be introduced into primary schools nationally https://www.beds.ac.uk/jpd/journal-of-pedagogic-development-volume-2-issue-3/the-future-for-primary-physical-education/ Evidence suggests that increasing physical activity and physical fitness may improve academic performance https://www.ncbi.nlm.nih.gov/books/NBK201501/	6 and 7

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

Budgeted cost: £14,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide individual creative opportunities to nurture and develop talent	A case study by Stoke Newington School in London found that cultural and arts opportunities support the wide learning of disadvantaged pupils https://www.anewdirection.org.uk/asset/3282/download#:~:text=Pupil%20premium%20is%20spent%20on,and%20access%20to%20cultural%20experiences. A study shows that creativity provides children with opportunities for experimentation, imagination, and freedom of expression. Creativity also shapes	3 and 7

	social skills through activities that involve different perspectives and values and understanding the needs of others. https://online.maryville.edu/online-bachelors-degrees/psychology/resources/creativity-for-kids-benefits-tips-for-nurturing-an-innovative-mind/	
To fund opportunities for attendance at trips and residentials which may be out of financial reach	Learning Away has shown that a residential learning experience provides opportunities that cannot be achieved in any other educational context or setting. https://learningaway.org.uk/impact/ Research has shown that there are multiple benefits of school trips and visits https://www.studyexperiences.co.uk/blog/the-benefits-of-school-trips-for-teachers#:~:text=A%20survey%20by%20Ofsted%20found,clear%20links%20to%20the%20classroom	6 and 7
To provide support where necessary to enable parents/carers to access meetings that are critical	The EEF found that parental engagement has a positive impact on average of 4 months' additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
To provide structured intervention to all KS2 disadvantaged children who are not on track to meet their targets	Effective interventions have been found to have a number of similar characteristics. https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/approaches-to-raising-achievement/intervention-strategies-for-english-and-mathematics/ The guidance reports on improving literacy and maths across KS1 and KS2 and how effective interventions can play a valuable part in raising attainment, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	2, 3 and 7

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

Budgeted cost: £9,800

Activity	*Evidence that supports this approach*	Challenge number(s) addressed
To develop staff understanding of SAATIS to support children's emotional needs	Attachment aware and trauma informed schools programme (2022) guidance on https://www.education.ox.ac.uk/wp-	3

	content/uploads/2022/07/Hadleys-AATI-Report.pdf Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
To help parents in developing their skills through targeted training and support	We know that supporting parents to consistently use skills at home provides structure and routine that our children need. Supporting parents in this way ensures continuity between home and school. It also improves safeguarding understanding, especially around online safety. The Early Years alliance have found that the benefits of family learning are wide ranging https://www.eyalliance.org.uk/involving-parents-their-children%E2%80%99s-learning The Early Years alliance reports 4 ways to best support parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4
To continue to manage attendance in a way that is accessible to all	Research has found that there is a clear link between poor attendance and lower academic achievement. https://www.gov.uk/government/publications/improving-attendance-at-school	5
To ensure that all disadvantaged children have what they need for the school day	When children do not have what they need for school i.e. equipment, we know this not only has an impact on their readiness for learning but can also affect wellbeing and self-esteem.	7
To provide appropriate developmental support to all KS1 disadvantaged children	Early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. https://www.eif.org.uk/why-it-matters/why-is-it-good-for-children-and-families	7
To explore holistic approaches to support children's wellbeing e.g. art therapy, music therapy, play therapy	Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. It has been inspired by theories such as attachment-based psychotherapy https://www.baat.org/ Nordoff Robbins are expertly trained to use music therapy to enrich the lives of those living with a broad range of conditions, from autism to mental health problems. https://www.nordoff-robbins.org.uk/music-therapy/partner-organisations/	3 and 7

	Play therapy is a way of helping children to express themselves in their own way, especially if they are struggling to understand how they are feeling https://playtherapy.org.uk/how-does-play-therapy-work/	

Total budgeted cost: £87,870

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 previous academic year (2024 to 2025) and this year (2025 to 2026)

6. Review of expenditure		
Previous Academic Year		2024-2025 2025-2026
Teaching (for example, CPD, recruitment and retention) Budgeted cost: £65,310		
Activity	**Challenge number(s) addressed**	**Impact**
To enhance the skills of all staff to increase Developmentally Appropriate Play and outdoor learning opportunities.	3 and 6	EYFS lead delivered a series of staff training sessions for all staff which increased their skills and understanding of DAP. Feedback from these sessions were very positive and impact on facilitation of play seen across the school has been noticed through pupil progress and attainment Purchase of outdoor learning classroom resources and set up of the outdoor cabin has had a significant impact on outdoor play and learning opportunities. External training delivered to all staff on importance of play and DAP with positive feedback. West Hill town was one fantastic example of creative opportunity. Outdoor cabin continues to be used to high effect across the school to support outdoor learning opportunities, and the outdoor sensory kitchen was relaunched in summer term ready for full use in September 2026.
To develop further the reading opportunities available to our children through staff training, home reading and continued library development	2, 3 and 7	Classes are timetabled for library sessions and these are used each week by all classes to develop the love of reading The e-book library has been offered to all families to provide easy exposure to a range of books English lead led staff training on reading/phonics which focused on exciting, DAP approaches to reading – increasing staff confidence and ability to support reading New books bought to expand our decodable library to ensure that there are a wide range of appropriate age and stage books for all pupils The blue and red/green lending library is well utilised by all children and well-resourced which enables pupils to borrow books from school to further develop the love of reading and share books with their families Redesign and update of school library with careful consideration into increasing children's independence in using this space; symbol and colour system to allow children to find and return books easily and improve access. Extremely positive feedback from children, staff and external visitors around use of this space. Restocking of books in library and lending libraries allow children to access a wide range of books.

To enhance the skills of all staff in teaching early maths and early literacy	2, 3 and 7	Maths and literacy training sessions run by curriculum leads which has supported teacher understanding. Feedback about staff CPD has been positive and impact has been noticed through pupil progress and attainment Enhanced induction of new teachers to ensure development of their skills in these areas. INSET delivered on foundations of writing to all staff which has increased confidence of teachers. Maths training sessions continued to focus on early maths linking with NCETM. Whole school set of rekenreks purchased and beginning to roll out across school to support early number skills.
To provide staff with the appropriate skills to support effective communication e.g. MAKATON	3 and 7	Staff training and induction for all staff to develop skills in communication strategies. All staff given visuals for lanyards which has supported constant use of visuals to support communication, and supported with consistency for all pupils Visuals/ALDs are used throughout the school to support all elements of communication and learning 14 members of staff completed optional training in June 2025 on MAKATON Continued focus across school on total communication approach as described above. Input by SaLT team on communication and how best to support speech and language which has been impactful on staff confidence and knowledge of applying strategies within classroom practice.
To increase staff capacity to enable class routines etc. to be maintained effectively during any absence or at an increased level to support further resourcing and access	1 , 3 and 4	Increased recruitment processes has strengthened staffing capacity with minimal vacancies and only permanent staff in school Staffing capacity in families has been maintained across the year. Feedback from staff has been really positive and permanent staffing capacity has allowed increased training and upskilling of staff Climate walks by the leadership team show class routines fully supported. Continuation of above to ensure stable staff team through recruitment. Family model allow staff to build relationships with multiple children to support any absences without interupting class routines.
To ensure that our staffing team has the capacity and expertise to enhance children's learning across the curriculum e.g. additional swimming teacher /Sports lead	6 and 7	Swimming lessons for all children in Year 5 and 6 occurred with the support of two swimming coaches and high levels of school staffing, which has continued to be secured for 2025-2026. The Sports lead modelled high quality provision and skills to support staff to increase expertise within PE. External coaches have supported staff to lead sessions on multisports in green family Swimming continues to be successful and impact of this is shared positively in pupil voice feedback. External football coaches/players from local community supported opportunities for pupils and staff to develop expertise in sessions, including visiting football stadiums.
Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £16,700		
To provide individual creative opportunities to nurture and develop talent	3 and 7	External visitors have inspired and nurtured pupils with talent and interest in singing, theatre and sports Whole school creative projects e.g. West Hill 65th art exhibition, West Hill town, Holi festival celebration, were massively successful and allowed all children to develop talent

		and feel pride in their achievements. Primary Robins delivered music sessions to every class.
To fund opportunities for attendance at trips and residentials which may be out of financial reach	6 and 7	In May 2025, 48 pupils in Year 5 and 6 attended a two-night residential, with extremely positive feedback from staff, parents and children. All classes have experienced Singing Hands visit and theatre show in school In June 2025, all pupils in Year 3 and 4 visited an activity centre for the day to experience outdoor adventure activities which was incredibly positive. Blue family residential allowed 52 pupils to experience an overnight stay at school, and creative options were explored to allow an additional 8 to attend long day option. Red family classes were supported to engage in outdoor day camp. Feedback was overwhelmingly positive. Magician delivered whole school experience
To provide support where necessary to enable parents/carers to access meetings that are critical	4	To support parental engagement in meetings we have offered online options, therefore this funding was used to support the purchase of an online system to promote accessibility to parent meetings Platform to allow parents to join meetings online was used successfully with a very high engagement rate of parents attending teacher meets this year. Enhanced communication and consideration with parents to support attendance in person for annual revieiws.
To provide structured intervention to all KS2 disadvantaged children who are not on track to meet their targets	2, 3 and 7	Regular data analysis and communication with class teachers enabled pupils who were not on track to meet their targets to be flagged as early as possible Continued close monitoring of data and conversations with class teachers to track and plan support for children who are not on track.
Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £11,200		
To develop staff understanding of SAATIS to support children's emotional needs	3	SAATIS training of 4 staff, including the wellbeing lead. Whole school approach document that encompasses emotion coaching includes approaches from SAATIS training created and shared with all staff. Positive feedback received from staff on the usefulness of this for training and supporting pupils and families. Emotion coaching and ACEs training completed by staff to support their understanding Climate walks by the leadership team and wellbeing team show this approach is embedded in interactions with children High levels of support from MHST to deliver emotion coaching training in line with SSATIS. VR training on ACEs delivered by Surrey Virtual School had amazing feedback by staff on the impact of their own understanding Climate walks continue to show this approach is embedded, by teachers and support staff.
To help parents in developing their skills through targeted training and support	4	We have signposted families to places to access support if needed. Open communication with parents have enabled us to target support e.g. sending home resources, providing visuals or social stories, offering regular phone calls SWAY newsletter has provided small snippets of training

		or guidance with appropriate links to further information where needed Signposting through direct communication with parents and SWAY community newsletter Emotional regulation parent workshop delivered
To continue to manage attendance in a way that is accessible to all	5	100% of the school community have signed up to StudyBugs and actively use this to report on their child's attendance. This method has been very successful and easy to use for our families, with communication and reasons given for many of the absences. Continued use of StudyBugs to support attendance tracking and parent engagement.
To ensure that all disadvantaged children have what they need for the school day	7	A robust tracking and monitoring system is in place. It is evident from teacher's feedback and climate walks that children have what they need for the school day and parental feedback has been very positive regarding this. Feedback from children has also been positive. We have provided uniform and equipment for families that have required this support and this ensures that there are no barriers for any child. Continued as above
To provide appropriate developmental support to all KS1 disadvantaged children	7	Careful tracking and monitoring. High levels of staffing in KS1 to enable children to be supported appropriately. Continued as above
To explore holistic approaches to support children's wellbeing e.g. art therapy, music therapy, play therapy	3 and 7	Continued provision of art, music and play therapy, which feedback from therapists, teachers and families show has had a positive impact on pupil's wellbeing. Reports written provide detailed summaries to families. Specific pupils identified carefully by wellbeing team for maximum impact. Developmentally Appropriate Practice CPD has linked to these approaches and have started to create a unified approach to holistic wellbeing. Emotion coaching staff training through commuted INSET hours have upskilled staff in communicating and supporting with emotional regulation Provision of therapies continue to have positive impact. Wellbeing team worked closely with MHST to support staff and provide guidance 65th school celebration really emphasised sense of community and was enjoyed by pupils, staff, alumni and visitors with overwhelmingly postitive feedback.