

West Moors Middle School Pupil premium strategy statement

This document reflects year 3 of a three-year strategy.

This statement details our school's use of pupil premium 2025-2026 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.

School overview

Detail	Data
School name	West Moors Middle School
Number of pupils in school	238 (Nov 2025)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024; 2024/25; 2025/26.
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Deborah Craddock Headteacher
Pupil premium lead	Angela Tai
Governor / Trustee lead	Ron Cox (vice chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,400
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	£111,400

Part A: Pupil premium strategy plan

Statement of intent

At West Moors Middle School, we believe educational disadvantage includes all pupils whose achievement is at risk because of the impact of their social and economic circumstances. These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions. We therefore take educational disadvantage to incorporate all pupils who are vulnerable, including children with social workers and young carers, whether or not they are in receipt of the Pupil Premium, and whether or not they are classified as high or low prior attaining.

A key principle for us is that all our teaching, pastoral and support staff understand these challenges of educational disadvantage, and they recognise their responsibility in addressing them. This responsibility is captured within the activities laid out below, but it also exists in the thousands of tiny interactions between all staff and pupils each day, in lessons and around the school, allowing all staff to take collective responsibility for overcoming the barriers to achievement that are brought about by circumstance.

We plan to make sure our limited resources are used where they will make the biggest difference to the greatest number. Research and experience suggest this is most effective through high quality teaching, with a whole school focus on reading. We see this as the key that unlocks success both at school and later in life, because a child's ability to read is critical to their success in later life. It determines their motivation, engagement and ability to learn in lessons. This explains our commitment to teacher professional development, with a key focus on improving teachers' understanding of how to support pupils with their reading comprehension.

Silent, shared and paired reading in tutor times ensures all pupils read for an extended period each day, with their comprehension supported by class discussion and quiz activities on Accelerated Reader. Emphasis is also placed on the mechanisms that underpin reading, including Little Wandle phonics, Hertfordshire Reading Fluency and Leicester Inference.

The development of robust formative and summative assessment together with an experienced and skilled inclusion team, all of whom are qualified SENCOs, makes it possible for us to identify issues early and act swiftly to close gaps that emerge.

Challenges

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

Challenge number	Detail of challenge
1	Data from first schools and our own standardised assessments and baseline tests show that PP students have lower levels of attainment than their peers on entry to the school.
2	Gaps in attainment and achievement are compounded by low motivation and aspirations, high anxiety, which leads to lesson avoidance and subsequently results in low attendance.
3	Data show that disadvantaged students have poor attendance compared to their peers. For many, there are low levels of parental engagement with the school, including attending school events and parent's evening.
4	Reading assessments and observational data from staff show that disadvantaged pupils' reading fluency and comprehension is significantly weaker than their non-disadvantaged peers. Their vocabulary, reading stamina, contextual / wider knowledge and ability of pupils to draw inferences from texts is a significant issue for a large proportion of our disadvantaged pupils.
5	Maths data indicates that, on entry to West Moors Middle School, disadvantaged students have lower maths attainment than their non-disadvantaged peers.
6	Observations from lesson and tutor group visits highlights that some disadvantaged pupils take longer to settle to activities, leaving some work incomplete and show limited resilience, giving up a little too easily when asked questions or set tasks. They often have lower self-esteem than their peers, which can sometimes be manifested through their behaviour and effort.
7	Data on homework completion shows that many disadvantaged students do not complete their homework regularly or in sufficient detail. Factors including lack of suitable space, low parental support, cognitive ability, poor independent study habits and, most critically, challenging family environments such as living in hostels.
8	The impact of Covid -19 and periods of lockdown continues to impact disproportionately on the most disadvantaged students when compared to their peers.
9	LAC, PLAC and Service children who are also PP are more likely to have moved schools than their peers. This level of disruption has a significant impact on their learning and subsequent achievement and attainment.
10	The high levels and wide range of SEND in comparison to similar schools means that resources are limited.

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
Improve students' outcomes at KS2 SATs and KS3.	PP students are on track to make, at least, expected progress and attainment in line with their prior data. This will allow the gap between disadvantaged pupils and their peers to be narrowed, or at least maintained.
Improve the quality of teaching and learning by embedding HQT and high expectations in all lessons.	Learning walks, book looks, subject reviews, sharing good practice and staff coaching will evidence that all pupils experience lessons that allow progress to be made. The above processes will identify consistency across all subjects.
Improve PP students' attitude to learning and engagement in lessons. Through higher levels of independent learning and self-regulation	Adaptive learning will enable disadvantaged students to access the curriculum while still building in levels of challenge. This will reduce the number of behavioural and pastoral incidents recorded for disadvantaged pupils. Attitude to learning scores on report data will be broadly in line with their peers.
Improved completion and quality of homework	Greater attendance of disadvantaged pupils attending Lucky Lizards and Homework Clubs, allowing homework to be completed in a quiet and calm space with the support of trained staff.
PP students to engage in wider range of enrichment activities.	Data will evidence that disadvantaged have participated in many of the enrichment activities, including school trips, and that the difference with their peer's engagement is reducing.
Improve the literacy outcomes for PP students.	Reading ages of PP students will evidence progress in line with prior data through consistent use of Accelerated Reader. The number of quizzes and word counts will increase in frequency due to dedicated timetabled slots. This will also be reflected in standardised GL assessments and SATS data, where applicable.
Improve maths skills, reducing gap between PP students and their peers. Embed strategies for Dorset Maths pilot scheme across curriculum.	Engagement and use of Maths No Problem! continues to increase with PP students, providing access to IT if required. Assessed via internal assessments, PUMA and SATs, where applicable.
Increase parent/carer engagement with the school	Flexibility around parent's evening/ meetings and follow up calls for no shows to actively encourage engagement. Attendance to school events such as coffee mornings, celebration assemblies, productions etc.
Improved attendance data for vulnerable and disadvantaged pupils	Working closely with families and external agencies to remove or reduce barriers to attendance, including regular contact from tutors will show improved attendance data for disadvantage and vulnerable pupils.

	The appointment of an attendance officer has allowed for timely support for pupils where poor or declining attendance is identified early on.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,050

Activity	Evidence that supports this approach	Challenge addressed
Ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role. We will fund training so all staff understand the challenges and the school's strategy.	Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom.	1,2,3,4,5,6,7,8,9
Develop pupils' ability to complete extended multi-step tasks and processes with greater independence. We will use regular observation and feedback cycles based on instructional coaching to develop teachers' ability to model and guide high quality practice.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD . There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.	2,4,6,7,
Adopting a whole school approach to embed the teaching of reading, writing and oracy in all lessons. We will focus on the teaching of reading and vocabulary first. We will use professional development time to develop teachers' knowledge and skills. In addition, skilled staff will deliver bespoke interventions to targeted pupils.	Developing literacy, and oracy, are key recommendations in the EEF Guidance Report on Improving Secondary Literacy . There is significant evidence that early identification of need and suitable interventions can have a significant impact on attainment at GCSE.	ALL
All pupils experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading ability.	Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE. West Moors aims to ensure students are have competency in these areas to	4,5,6,7,8,9,10

All pupils have timetabled access to AR and Spellzone as part of their curriculum.	enable both SATs and future GCSE success	
Make use of a range of assessment data so to identify and act on issues early. Training will be provided on how to interpret assessment data, and systems improved to ensure regular reviews of progress.	Standardised assessments and robust internal assessments provide insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,3,4,5,6,7
Recruit subject specialist teachers and offer continued training to develop high impact teaching strategies to support all pupils, in particular pupils with SEND needs. Provide smaller learning groups and adapted bespoke curriculum for most disadvantaged.	SEND Guidance Report Five a Day strategies, including explicit instruction and scaffolding. EEF Effective PD Guidance Report Tom Sherrington WalkThrus.	1,2,7,8,9,10

Targeted academic support (e.g. tutoring, one-to-one support)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s)
Use of skilled LSAs and subject specialist teachers to work with identified groups of disadvantaged pupils whose attainment in English and Maths is significantly below/ below ARE, AND to offer booster SATS sessions to those disadvantaged students who may be capable of exceeding ARE.	Tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind in small groups. See EEF evidence findings around small group intervention .	1,2,4,5,6,7,8,9,10
Set up smaller, ability based classes in year 5 and 6 to provide adapted targeted instruction, reducing class sizes facilitates focused and personalised support.	Internal evidence and standard assessments will evidence success of this provision. See evidence in the EEF Toolkit Feedback about the impact of regular feedback on pupil learning. Evidence from the EEF notes that High Quality Teaching is the most important lever that schools have to improve pupil attainment.	1,2,4,5,6,7,8,9,10

Use of a range of online platforms to support independent learning according to a pupil's specific needs: Accelerated Reader Spellzone Maths no Problem! Tassomai	Accelerated reader has been reported (Baye, Slavin & Haslam 2019), when used consistently to have a significant impact on pupil's reading. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	4,5,7,9,10
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Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £12,950

Activity	Evidence that supports this approach	Challenge number(s)
Regular contact and co-ordination of multi-agency support for ongoing and emergent attendance concerns Use of part time or reward based timetables to transition to full attendance.	Evidence from trials showed a positive impact on targeted absence. Embedding principles of good practice set out in EEF Guidance Report on Working with Parents . Regular meetings with attendance officer and parents to investigate barriers to learning and to support parents with referrals to a range of external agencies (both for pupils and wider family support- early help, MHST, Dorset Minds etc)	2,3,9
Use of, and access to, Zumos- an on line well- being tool during tutor time sessions. Additional Nurture, social skills and ELSA sessions for targeted pupils, delivered by trained staff.	The Early Intervention report on adolescent mental health found evidence that Social and emotional learning (SEL) interventions can impact young people's social and emotional skills and address anxiety.	2,3,6
Fully funded Forest School Teacher (external)	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ https://www.cambridgeforestschoools.co.uk/schools/forest-school-and-outdoor-learning-research/	2,3,6
Ensure adequate provision and support for the successful completion of homework for all pupils, particularly those from a disadvantaged background through breakfast and after school clubs with trained staff in attendance.	Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on pupil learning .	6,7

<p>Dedicated staff member to work with families - home visits, 1-2-1 personal interventions, family support and weekly check-ins for pupils with 5+ days absence, multi- agency coordination.</p>	<p>Evidence from trials of intervention workshops showed a positive impact on targeted absence. Embedding principles of good practice set out in EEF Guidance Report on Working with Parents.</p>	<p>2,3,9</p>
<p>Additional investment in technology for pupils who do not have access to such provision at home.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents EEF Report support parents with children’s learning. Trialling of AI (Riley bot and Text Help) Trialling of specific literacy interventions (Dyslexia Gold, Lexia). Use of AV1.</p>	<p>2,3,9</p>
<p>Supporting vulnerable pupils with key items of school uniform, equipment, care packages and daily toast/ bagels.</p>	<p>EEF Guidance report: Working with parents to support children’s learning. PPG tracker allows for weekly monitoring and and patterns to be identified (lack of equipment/ Incomplete homework/ uniform issues/ hungry- no lunch or breakfast)</p>	<p>2,3,7,9,10</p>
<p>A range of school trips and after school clubs and activities to support the wellbeing and holistic development of pupils.</p>	<p>Research from Newcastle University https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf School’s Week https://schoolsweek.co.uk/how-a-schools-new-clubs-are-lifting-attendance-and-wellbeing/ https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playin_g_Field_report.pdf</p>	<p>6,7,8</p>
<p>Embedding increased exposure to aspirational careers and future pathways for all abilities and socio- economic back grounds through careers lessons and visiting guest speakers.</p>	<p>The Careers and Enterprise Company report (2020) highlights the significance and importance of careers advice and the positive impact this can have on student aspirations, engagement and attainment.</p>	<p>1,2,6,7,9</p>
<p>Three qualified ELSA staff to support most vulnerable students and offer wider bespoke pastoral support.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1733231101</p>	<p>6,7,8</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils remains, the majority of disadvantaged students are broadly making progress in line with expectations based on prior data. For a small number, the gap is increasing, but they are students that have, since arrival, had EHCPs submitted and confirmed and are awaiting specialist placements. For such students, the lack of KS1 data has resulted in inconsistent teacher based data from previous schools.

Whilst there is still work to do to raise overall attainment and progress, the Inclusion and SEND team has now been strengthened, with all staff now qualified SENCOs, bringing a diverse range of skills and knowledge to the team. In addition we have now three qualified ELSA staff.

Moving forward, this will allow for earlier identification of needs and a cohesive intervention programme that can span across both key stages. However, we continue to adapt our curriculum and make use of technology (eg reading pens) to support students with a diverse range of needs.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage pupils remains an ongoing concern. Behaviour, attendance and attainment data are highly correlated with the number and range of pupils with SEND and Pastoral needs. The recruitment of an attendance officer has allowed for early intervention and proactive measures to be put in place to support pupils with poor attendance.

Disadvantaged pupils are still overly represented in our internal reflections and exclusions. Whilst we continue to put in place every possible intervention to reduce this figure, we are also aware that some pupils who present with the most challenging behaviours are those waiting for Specialist Placement and are struggling to regulate, even with support, in a main stream setting. We are now using Therapeutic Support Plans with pupils, in line with the Therapeutic Thinking Schools Approach. We continue to work closely with Outreach services and a range of external specialists.

Overall, and taking into consideration the ongoing issues with recruitment and retention within the teaching profession combined with a significant increase in referrals to Paediatric Services and CAMHS, we have continued to support disadvantaged pupils to make at least expected progress in most case.

The academic year of 2025-2026 will be challenging as whilst the total number of PPG students has broadly remained the same, there is a greater number in KS3. These pupils receive a lower premium. As a result, the total funding received for PPG has decreased. This year we will face a short fall of £16,820.