

Pupil premium strategy statement – Weston Mill Community Primary Academy

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

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

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

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

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	47.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	31 st December 23
Date on which it will be reviewed	31 st July 2024
Statement authorised by	Kathryn Catherwood
Pupil premium lead	Kathryn Catherwood
Governor / Trustee lead	Dan Matthews/Sarah Catlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,903
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 154,903

Part A: Pupil premium strategy plan

Statement of intent

Weston Mill Community Primary Academy aims to provide the best education for all pupils, whatever their starting point or background. Our mission is at the heart of everything we do, 'To ensure that all children are able to thrive through quality learning experiences, ensuring their readiness for the next stage in their learning'.

Pupil Premium is funding provided to schools which is additional to main school funding and is aimed at children from disadvantaged backgrounds. To address disadvantage in our school, Weston Mil Community Primary Academy has drawn together a set of key principles, rooted in evidence and national 'best practice', to address educational disadvantage. Research clearly shows established links between deprivation and educational underachievement. Pupil Premium enables schools to support these children in overcoming any barriers they may have in successfully engaging with their education. It helps to support disadvantaged children to reach their full potential by accelerating their progress and providing them with experiences which may not normally be available to them.

At Weston Mill, when making decisions about using Pupil Premium funding we continually review the context and challenges of our school context, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be weak communication and language skills, parental engagement, social and emotional needs, and attendance. In addition to this, there may be wider family or community factors that may prevent our children from flourishing. We recognise that challenges are varied and ensure that all teaching staff are part of the analysis of data and identification of pupils needs so they are aware of the strengths and weaknesses across the school.

We aim to:

- Remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve or exceed national expectations in reading, writing and maths.
- Support children's health and wellbeing to enable them to access learning at an appropriate level.
- To enable all pupils to access all areas of the curriculum including wider school opportunities.
- To open doors for disadvantaged pupils through equity of access to all areas of the curriculum including wider school opportunities.

Our curriculum is designed to provide wide-ranging experiences and contexts which allow our children to develop the skills and knowledge to allow them to become resilient, reflective, and creative thinkers. The curriculum is underpinned by our trust

values; Democratic, Inclusive, Excelling and Collaborative. Through an engaging approach to learning, our children will collaborate and be able to fulfil their wider role in their community. They will have the skills to make connections in what they have learnt, self-evaluate, and develop a desire to learn as they go to their next stage of learning.

At Weston Mill Community Primary Academy, we will:

- Have a designated Senior Leader who contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by Senior Leaders and our LAB.
- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- Ensure all staff have a collective understanding of how disadvantage impacts on pupils' learning and how the school is addressing that impact. Staff at Weston Mill, alongside the LAB and Board of Trustees regular review the identified barriers to learning and interventions required, through targeted support in whole-class, small group or 1-1 basis.
- Following key educational research from EEF in 'Closing the Gap', we use assessment to support learning, inform high-level decisions and inform classroom practice. We aim to provide high quality teaching, targeted academic support and utilise wider strategies for pupils who are not making expected progress, as well as addressing non-academic barriers to attainment such as attendance, well-being, and cultural capital.
- Build strong relationships with pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts, and aspirations.
- Provide pupils with a rounded education that is well taught, well-resourced, and properly funded.
- We know that high-quality teaching is adaptive and meets the needs of the learner. Adaptation is about 'scaffolding up' and not setting limitations on what pupils can achieve ensuring the correct balance of support and challenge. We hold high expectations for all of our pupils but seek to provide our disadvantaged pupils with tools to empower them.
- Explicitly teach metacognitive skills within subject domains to support pupils in recognising their strengths and weaknesses and motivating themselves to engage in, and improve, their learning.

- Address financial and practical barriers to learning and enrichment.
- Understand that attendance is fundamental to student success and intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- Strive to develop our working relationships with parents of our most disadvantaged children to drive pupil progress, promote engagement and positively support their child's learning. Our Pastoral team, including INCO and Family Support Worker, work proactively with parents and carers to develop positive relationships between home and school to support pupil progress.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment Gap</p> <p>To raise attainment and accelerated progress of those children at risk of underachieving in English and Maths. Data analysis, pupil feedback and observations identify that disadvantaged pupils are underachieving in English and Maths.</p>
2	<p>SEMH:</p> <p>Heightened SEMH needs have impacted negatively on pupils' readiness to learn and access/ management of whole classroom environments. This has resulted in an increase in challenging behaviour which is evident from behaviour and exclusions data.</p> <p>Safeguarding teams have identified an increase in SEMH difficulties for pupils and their families. This may be due to a lack of parent/ carer support services, delays in external services support and increasing financial pressures.</p> <p>INCO/ teacher referrals for support remain relatively high. Currently (December 23) 26% pupils are receiving SEMH support. 64% of pupils supported with 1:1 or group SEMH interventions are disadvantaged.</p>
3	<p>Low entry points</p> <p>To ensure acceleration of communication and language skills from starting point in EYFS to Year 6 to narrow the gap in attainment of disadvantaged and non-disadvantaged children.</p> <p>To support under-developed oral language skills, vocabulary gaps and understanding of concepts with early identification of need on entry to school. Most children are working within 3–4-year-old age band, although some are working within 0-3 year old band in listening, attention and understanding.</p>

4	<p>Attendance</p> <p>To raise attendance and persistent absenteeism/lateness of PP/Disadvantaged children. Our data shows that absenteeism is impacting negatively on progress for disadvantaged pupils.</p> <p>Current attendance is 88.9% for Disadvantaged pupils compared to 93.6% non- disadvantaged.</p>
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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
<p>Improved reading attainment among disadvantaged pupils.</p> <p>Disadvantaged pupils to continue to make progress to maintain progress made in previous year/key stage. Pupils who have fallen behind, will make accelerated progress to close the gap through high quality teaching and targeted support.</p>	<p>Assessment data from End of Year 2024/2025, will show that 90%+ of disadvantaged children have made progress from the previous summer data.</p> <p>Assessment data 2024/2025 for Year 1 Phonics and Reading at end of KS1 and 2 will show that 85% of disadvantaged pupils will make expected progress from the previous Summer.</p> <p>KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils will make at least the expected standard.</p>
<p>Improved maths attainment among disadvantaged pupils.</p> <p>Disadvantaged pupils to continue to make progress to maintain progress made in previous year/key stage. Pupils who have fallen behind, will make accelerated progress to close the gap through high quality teaching and targeted support.</p>	<p>Assessment data from End of Year 2024/2025, will show that 90%+ of disadvantaged children have made progress from the previous summer data.</p> <p>KS2 maths outcomes in 2024/25 will show that more than 65% of disadvantaged pupils meet the expected standard.</p>
<p>To improve wellbeing and social, emotional, and mental health outcomes in our school for our disadvantaged pupils.</p> <p>To ensure disadvantaged pupils who require SEMH support have been identified and are able to access targeted</p>	<p>Improved levels of wellbeing by 2024/2025. This will be demonstrated by:</p> <ul style="list-style-type: none"> • Reduction in parents/ pupils reporting concerns around unwanted behaviours/ bullying.

<p>SEMH support to improve children's interactions with others and a greater self-awareness of behaviour and emotions. Impact of SEMH provision will be measurable for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Reduction in pupils requiring SEMH targeted interventions- BAE audit will show a decrease in disadvantaged pupils needing SEMH support. • Qualitative data from student voice, parent surveys and teacher observations • Decrease in behaviour incidents on Behaviour watch reported by teachers.
<p>Disadvantaged children starting with lower-than-average communication and language skills to close the gap with their peers.</p> <p>Children will develop oracy skills to communicate effectively and support with written communication.</p>	<p>Assessments and observations show improved communication and language skills among disadvantaged pupils.</p> <p>80% of disadvantaged children will make the expected progress in communication and language from their starting point. 5% of disadvantaged children will make accelerated progress from their starting point.</p> <p>Disadvantaged children leaving EYFS will be working at Blanks level 4 unless a SEND need is identified. Progress will be evident for all pupils.</p> <p>Adults in the EYFS utilise the principles of NELI, colourful semantics and ensure these are incorporated within the EYFS provision.</p> <p>Teachers will continue to provide opportunities to develop and assess speaking and listening, through oracy across the curriculum and evaluate the impact within the assessment of writing and reading.</p>
<p>To improve attendance. Disadvantaged pupils to meet national expectations for attendance.</p>	<p>Improved attendance for disadvantaged pupils by 2024/2025.</p> <p>Attendance of disadvantaged pupils will match the national average for non-disadvantaged pupils – 96%+</p> <p>Attendance to be monitored by Head of School, Family Support Worker, EWO and Pastoral Team to increase</p>

	<p>attendance and persistent absenteeism and lateness for disadvantaged pupils.</p> <p>Increased engagement with parents through regular meetings to provide support and promote attendance and punctuality of disadvantaged children. The percentage of disadvantaged pupils who are persistently absent will be below 20%.</p>
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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: £85,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching supported by high quality CPD.</p> <p>CPD programme delivered by Trust CPD lead and SLT.</p> <p>Subject release time to enhance English and maths teaching and curriculum in line with DfE and EEF guidance.</p> <p>MAT-wide curriculum development for subject leaders</p> <p>Adaptive teaching training provided by MAT INCOS.</p>	<p>EEF: EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: EEF Blog: Five-a-day - achieving effective learning behaviours... EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 2, 3

	<p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Provision of interventions and challenge teaching for children identified as needing to catch-up – see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p> <p>Mary Myatt Learning - learning, leadership and the curriculum</p> <p>EEF launches updated Teaching and Learning Toolkit EEF</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)</p>	
<p>Trust Teaching and Learning Lead to work with teachers from across the Trust to develop coaching programme within school.</p> <p>Trust Maths lead supporting Maths subject leaders across the school.</p>	<p>Evidence from Education School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>RWI Training for all staff to improve provision for teaching of early reading. Purchase of RWI portal resources to support teaching/ CPD of RWI. Ongoing coaching opportunities and leader development days purchased.</p> <p>Purchase of Spelling shed</p>	<p>Reading Framework. The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence</p>	<p>1, 3</p>

	and fluency will improve through independent practice as children will need to retrieve the spelling patterns from their long-term memory whilst playing this game.	
<p>Improve the quality of PSHE/ Social and emotional learning.</p> <p>Purchase of Happy Minds- a programme backed by NHS to support SEMH of pupils.</p>	<p>Home - myHappyMind</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 4

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

Budgeted cost: £42,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI Programme – to be delivered to EYFS/year 1 children to support with Speech and Language intervention.</p>	<p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>NELI children made an average of 3 additional months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p>	1, 3
<p>School based Speech and language Therapist</p> <p>Targeted CPD delivered by SALT e.g., colourful semantics/ blank levels.</p>	<p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Exploring interventions for children and young people with SLCN - GOV.UK (www.gov.uk)</p>	1,2,3

	There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication will be a promising approach to narrow these inequalities.	
Engaging with the National tutoring programme to provide opportunities to close the gap. RWI fast track tutoring programme Third space learning- Personalised online tutoring, guided by diagnostic assessment and delivered by maths specialists.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Toolkit EEF And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk) Fast Track Tutoring is one part of the full programme and is designed to accelerate children's reading progress through the Read Write Inc. Phonics programme. Affordable Maths Tuition EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: £25,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision to support SEMH needs within KS2 and EBSA across the school.	Research & Evidence – NurtureUK	2, 4

<p>EWO – regular meetings with Trust EWO, safeguarding lead and SLT to monitor and provide targeted support for persistently poor attendance and absenteeism.</p> <p>Release time for staff to address and support attendance of pupils in their class. Time allocated to build relationships with parents and identify barriers to getting their children to school.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>4</p>
<p>Whole Trust training on behaviour, PACE, Trauma informed practice with the aim to develop school ethos and behaviour across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>
<p>MAST</p> <p>OUTREACH provision</p>	<p>When behaviour needs cannot be met through an universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services, Educational Psychology and family support for boundaries and appropriate chastisement.</p> <p>Edison Centre Forest schools’ provision</p> <p>Wider evidence base indicates outdoor learning can have positive impacts on other outcomes such as self-efficacy, motivation, and teamwork.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>

Development of outdoor play through the OPAL Programme.	Research and Evidence - Outdoor Play And Learning	2, 4
School-based counsellor to support SEMH needs of children following referral from INCO.	Longer-term effects of school-based counselling in UK primary schools SpringerLink	2
ELSA – Staff to complete BAE audit to assess SEMH needs of all children. Outcome star assessments used to identify areas of SEMH need and to measure impact of interventions.	Evaluation Reports – ELSA Network	2, 4

Total budgeted cost: £154,903

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have used Key stage 1 and Key stage 2 performance data, phonics check, multiplication check results and internal assessments to analyse the performance of our schools disadvantaged pupils during the year 2023-2024.

Key documentation and research were implemented to ensure that gaps in learning were targeted to ensure all children continued to make progress from their starting points. Long-term plans were evaluated, and changes made to ensure that learning was adapted to fill the gaps in learning, as well as build on prior learning. Additional targeted academic support was delivered through the National Tutoring programme for identified children who were not make expected progress from their starting point.

Social and emotional education and well-being remained a key focus last year. Through wider strategies (HUT provision, PSHE and play opportunities), we focused on developing social awareness and emotional literacy to support our children to collaborate and communicate with their peers. For key year groups, additional opportunities were provided to develop collaboration using outdoor learning environment. These wider strategies have supported children to grow in confidence and develop a better awareness of self.

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. Our school data shows that, despite some strong performances, in particular the increase in pupils achieving greater depth at the end of Key stage 2, the progress and attainment of the schools disadvantaged pupils was below our expectations. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is still a concern. This is reflective of national figures.

Considering this analysis, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Review 2023 – 2024 Academic Year

EYFS

Continuing to see an upward trend in attainment of PP pupils. Gap is closing between attainment between PP groups and their peers -6% since 22-23.

71% of PP children achieved EYSF GLD at end of EYFS assessment. This is an increase of 27% from end of 22/23 outcomes.

PSC

Outcomes for children in Year 1 PSC have seen a significant increase since the previous academic year due to the intervention provided and fidelity to the scheme. 82% of PP pupils in Year 1 passed the PSC, up from 31% in 2023.

80% of PP pupils have passed PSC by end of Year 2. This is down 3% since last academic year from 83%. These pupils will continue to receive FTT and access the RWI programme as the move to Year 3.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Language Angels	Nubridge Publishing
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance Learning
Times Table Rockstars/Numbots	Maths Circle Ltd
Spelling Shed	Edshed

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Planning, implementation, and evaluation

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

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We researched the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance (through the Kingsbridge School of Research course) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities, interventions and approaches are likely to work in our school and impact pupil progress the most. We will continue to use it through the implementation of activities.