

Pupil premium strategy statement – Weston Mill Community Primary Academy

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	207
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	1 st December 2024
Date on which it will be reviewed	31 st July 2025
Statement authorised by	Becca Gleed
Pupil premium lead	Nicky Gray
Governor / Trustee lead	Lynne Wyness

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
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>) *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.	£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>	£137,640

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, children who are looked after by the local authority, and the children of service personnel. The funding is intended to enable schools to provide additional support to these pupils to ensure that they reach their full potential.

The amount of pupil premium funding that a school receives is based on the number of children who are eligible for it. Schools are free to decide how they use the pupil premium funding, as they are best placed to identify the specific needs of their pupils. However, they are expected to be able to demonstrate how the funding has been used to support the learning and progress of disadvantaged pupils.

We use Pupil Premium funding to close the achievement gap through providing rich experiences, day trips and experiences are provided free of charge so that all children can participate equally and staff can plan exciting trips and visits. We employ support staff to enable support for pastoral and social emotional needs as well as spending money on extra resources and materials where appropriate. We also use Pupil Premium funding to purchase resources such as membership to organisations that provide counselling and family support services.

Research has shown that the pupil premium can be effective in helping to narrow the attainment gap between disadvantaged pupils and their peers. A report by the Education Endowment Foundation found that, on average, the pupil premium has a positive impact on the progress and attainment of disadvantaged pupils. Our pupil premium is targeted on supporting educational achievement and focusing on the challenges for our disadvantaged children.

In conclusion, the pupil premium is a valuable resource for schools to support disadvantaged pupils and help them to achieve their full potential. It is up to schools to decide how to use the funding, but it is important that it is used in a targeted and effective way to make a difference to the learning and progress of these pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Gap 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.
2	SEMH: Development of the SEMH provision to provide therapeutic support for children in need of wellbeing sessions.
3	Low entry points

	<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 76.4% for Disadvantaged pupils compared to 81.3% non- disadvantaged.</p>
5	<p>Wider Opportunities</p> <p>To provide aspirational opportunities for PP children and offer further widening opportunity experiences.</p> <p>Low aspirations/low expectations of themselves in and out of school</p> <p>Observations and discussions with pupils suggest that disadvantaged pupils have low expectations.</p>

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>.</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>
Improved maths attainment among disadvantaged pupils.	Assessment data from End of Year 2024/2025, will show that 90%+ of disadvantaged children have made

<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>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 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>	<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. • 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>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 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>
<p>School will deliver an engaging broad and balanced curriculum from EYFS to KS2.</p> <p>Children will have access to a rich experience to enhance learning, through curriculum and wider-curricular experiences.</p> <p>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>The curriculum learning journey is explicit to ensure that learning connections and development and reinforced throughout the curriculum journey. High quality texts will be used to promote knowledge and depth within teaching and learning and broaden experiences. Books provided for each class and year group to enrich classroom curriculum. These are topic linked.</p> <p>Staff will provide a range of visits and rich experiences to enhance and inspire learning and make it memorable. Staff to use allocated funding to provide rich experiences and events to enthuse children and make connections across all areas of the curriculum.</p> <p>Additional Rocksteady places provided for free given to PP child/children.</p> <p>Children access activities and experiences which enhance cultural capital and this impacts positively on their aspirations and their potential to achieve.</p> <p>Staff in EYFS will ensure that 70% of 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>High quality professional development provided to develop oracy throughout the curriculum. Ongoing training to staff regarding oracy development within the classroom.</p> <p>Teachers to 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>
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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: £26,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to engage in high quality CPD to deliver Quality First teaching and Learning delivered by Trust CPD Lead.</p> <p>CPD programme delivered by Trust CPD lead and SLT.</p> <p>Subject release time and monitoring to enhance English and maths teaching and curriculum in line with DfE and EEF guidance.</p> <p>MAT-wide curriculum</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, 3

<p>development for subject leaders</p> <p>Adaptive teaching training provided by MAT INCOS.</p>	<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>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. Ongoing coaching opportunities and leader development days purchased.</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>1, 3</p>
<p>Improve the quality of PSHE/ Social and emotional learning.</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</p>	<p>2,3,5</p>

Embedding of Happy Minds- a programme backed by NHS to support SEMH of pupils.	performance, attitudes, behaviour, and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	
Rich Experiences	Equal access to curriculum related trips and experiences to provide a wide range of opportunities for both social and emotional as well as curriculum learning.	5
Additional support staff employed to support with groups of children for catch up and pre teach in specified year groups.	Staff will identify children within year groups, especially years 2 and 3. Children will be grouped according to their specific needs. Targeted support by TA and HLTA's	1,3
Current support staff member given SALT training to focus on EYFS children to ensure gaps are closed as quickly as possible.	Assessments carried out by member of staff to identify the children with the most needs to have catch up sessions regularly.	3

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

Budgeted cost: £35,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based Speech and language Therapist Targeted CPD delivered by SALT or INCo e.g.colourful semantics/ blank levels.	Communication and language approaches EEF (educationendowmentfoundation.org.uk) Exploring interventions for children and young people with SLCN - GOV.UK (www.gov.uk) 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.	1,2,3

<p>Engaging with the National tutoring programme to provide opportunities to close the gap.</p> <p>RWI fast track tutoring programme</p>	<p>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)</p> <p>Toolkit EEF And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	1, 3
ELSA – Staff to complete BAE audit to assess SEMH needs of all children.	Evaluation Reports – ELSA Network	2
TIS – staff to use TIS strategies to support the SEMH needs of children through targeted class support.	Impact and Evidence The Thrive Approach	2
Counsellor service for specific children	<p>Overview Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges Guidance NICE</p> <p>Ali A, Hall I, Blickwedel J, Hassiotis A. Behavioural and cognitive-behavioural interventions for outwardly-directed aggressive behaviour in people with intellectual disabilities. Cochrane Database of Systematic Reviews 2015, Issue 4. Art. No.: CD003406. DOI: 10.1002/14651858.CD003406.pub4</p>	2
Wider outside agencies including specific speech, EP	SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)	1,2,3
TA to support specific group of children with EHCP social and emotional needs in years 3 and 4	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2

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

Budgeted cost: £22,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Provision to support SEMH needs within KS2 and EBSA across the school.</p> <p>Pupils offered a slow start to the day through nurture breakfast in the HUT.</p> <p>Families to be financially supported so that all pupils can access and have the opportunity to enjoy rich experiences linked to their learning.</p> <p>Rocksteady places provided free of charge for certain children who would benefit.</p>	<p>Research & Evidence – NurtureUK</p>	2, 4
<p>Regular meetings with Attendance Lead, Family support Worker 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>	4
<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>	2, 4

<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>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>	2, 4
<p>School-based counsellor to support SEMH needs of children following referral from INCO.</p>	<p>Longer-term effects of school-based counselling in UK primary schools SpringerLink</p>	2
<p>ELSA – Staff to complete BAE audit to assess SEMH needs of all children.</p> <p>Outcome star assessments used to identify areas of SEMH need and to measure impact of interventions.</p>	<p>Evaluation Reports – ELSA Network</p>	2, 4

Total budgeted cost: £137,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2024–2025, we closely monitored the performance of our disadvantaged pupils using a range of evidence, including Key Stage 1 and 2 statutory outcomes, phonics screening checks, and our own internal assessments. This data enabled us to identify gaps in learning and implement strategies to ensure all pupils, particularly those disadvantaged, made progress from their individual starting points.

In response to ongoing needs, we reviewed and adapted our long-term curriculum plans to ensure coverage addressed both gaps in prior knowledge and supported progression. Adjustments were made to planning and delivery across subjects to consolidate learning and enable catch-up where necessary.

The social, emotional, and mental health needs of pupils remained a key area of focus. Through the continued use of wider strategies, including our HUT provision, a robust PSHE curriculum, and structured play - pupils were supported in developing emotional literacy and positive peer relationships. In targeted year groups, additional provision such as outdoor learning helped promote teamwork, resilience, and self-awareness. These approaches have contributed to increased confidence and improved emotional regulation for many of our disadvantaged pupils. The attainment gap between disadvantaged and non-disadvantaged pupils remains and addressing this will continue to be a core priority moving forward. This pattern mirrors national trends, but we are committed to closing this gap more rapidly in our context.

Review 2024-2025 Academic Year

Whole School Reading Progress Overview

Group	Expected Progress	Above Expected Progress
Pupil Premium	71%	13%
Non-Pupil Premium	74%	17%

Impact: Progress among disadvantaged pupils is broadly in line with non-PP peers, indicating that targeted support and quality-first teaching are sustaining progress. There is evidence of strong progress for a number of pupils (13% above expected).

Year 2 Reading Progress

Group	Expected Progress
Pupil Premium	88%
Non-Pupil Premium	78%

Impact: A strong outcome for PP children, exceeding both internal expectations and the progress of non-PP peers. This reflects greater fluency, improved structure of reading lessons, and consistent fidelity to the RWI programme.

Phonics Screening Check

Year 2 PSC

Group	PSC Pass Rate	Average Progress (Points)
Pupil Premium	100%	+11

Impact: Great outcomes for PP children attributed to consistent, high-quality intervention and daily fidelity to the RWI programme.

Year 1 PSC

Group	PSC Pass Rate
Pupil Premium	85%
Non-Pupil Premium	83%

Impact: High pass rates for PP pupils, reflecting the rigorous approach to phonics delivery and early intervention strategies.

Key Stage 2 Reading Progress

Group	Expected Progress	Above Expected Progress
Pupil Premium	60%	20%
Non-Pupil Premium	69%	

Impact: The attainment gap is narrowing. A higher proportion of PP children made above expected progress, suggesting impact from sustained interventions, small group teaching, and a whole-school focus on reading comprehension.

Maths Progress Overview – Whole School

Group	Expected/Above Progress (Whole School)
Pupil Premium	75%
Non-Pupil Premium	80%

Impact:

The gap between PP and non-PP pupils is narrowing (5 points), with the majority of PP pupils making expected or better progress. This reflects improved classroom provision, consistency in maths teaching, including the introduction of Mastering Number.

KS2 Maths Outcomes

Group	Expected/Above Progress (KS2 Tracking)	Main Assessment (KS2 Outcomes)
Pupil Premium	66%	80%
Non-Pupil Premium	77%	

Impact:

- At tracking points, 66% of PP children made expected or better progress, compared to 77% of non-PP.
- In the final KS2 assessment, 80% of PP children achieved expected or above – a strong outcome, suggesting effective acceleration and consolidation of learning in the final term.
- The data indicates a closing progress gap due to targeted small group teaching, consistent maths provision.

Communication and Language Progress Overview – EYFS

Group	Expected Progress (Overall)	Above Expected Progress (L&AU)
Pupil Premium	88%	44%
Non-Pupil Premium	66%	

Impact:

- Disadvantaged pupils outperformed their non-PP peers in overall progress in communication and language (88% vs 66%).
- 100% of PP children made expected progress in listening, attention, and understanding, with 44% exceeding expectations.
- This demonstrates the effectiveness of a clear, consistent approach to oracy in EYFS and the impact of targeted strategies in closing the attainment gap.
- All PP children (unless identified with SEND) are leaving EYFS working at Blanks Level 4, indicating age-appropriate understanding and expressive language skills.

Key Factors Driving Impact:

- High-quality professional development on oracy across the curriculum has led to stronger staff understanding and consistent implementation.
- Oracy is now embedded across all areas of learning, with deliberate opportunities for speaking and listening in daily routines and structured activities.

- Assessment of communication and language is regularly tracked and informs planning, with progress clearly monitored from baseline.
- Targeted support for PP children through small group interventions, dialogic reading, and modelling of high-quality language.
- Collaborative planning between staff ensures shared ownership of oracy outcomes.

EYFS – Good Level of Development (GLD)

Academic Year	PP GLD %	Non-PP GLD %	Gap
2023–2024	71%	90%	-19%
2024–2025	78%	70%	+8%

Impact & Analysis:

There has been a significant shift in outcomes for disadvantaged pupils in EYFS this year:

- 78% of PP children achieved GLD, up from 71% last year.
- The gap has closed entirely and reversed, with PP pupils outperforming their non-PP peers (78% vs 70%).
- Compared to the 19% gap last year, this indicates a substantial improvement in outcomes for disadvantaged pupils.

Why has this happened?

- Targeted early intervention and robust tracking of development milestones.
- Consistent high-quality provision in EYFS, particularly for language and communication, phonics, and early maths.
- Stronger parental engagement through regular workshops, home learning support, and communication.
- Increased staff confidence and effective deployment of adults to support PP children in achieving the early learning goals.

Conclusion:

This data provides strong evidence that the early years strategy for disadvantaged pupils is having measurable impact. The reversal of the gap is a positive indicator that early intervention, inclusive practice, and focused support are working effectively. Sustaining this into KS1 will be key.

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)

<p><i>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</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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.