

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	183
Proportion (%) of pupil premium eligible pupils	54.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	9 th December 2025
Date on which it will be reviewed	31 st July 2026
Statement authorised by	Emma Lenszner
Pupil premium lead	Becca Bradfield
Governor / Trustee lead	Dan Matthews/Sarah Catlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,775
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>	£128,775

Part A: Pupil premium strategy plan

Statement of intent

At our school, Pupil Premium funding is used strategically to diminish the difference in attainment and wider life outcomes for disadvantaged pupils by improving the quality of education, personal development and wellbeing, with a focus on sustainable, evidence-based improvement.

We recognise that disadvantage can present as academic barriers, such as gaps in reading, language development and mathematical fluency, as well as social, emotional and attendance-related challenges. Disadvantage can also limit access to enriching life experiences that build knowledge, aspiration and confidence.

Our strategy therefore prioritises:

High-quality teaching, underpinned by consistent curriculum implementation, coaching and rigorous subject knowledge development.

Targeted academic support, including phonics tutoring, pre-teach and intervention, driven by precise diagnostic assessment.

Wider strategies to address SEMH, attendance and enrichment needs, to reduce barriers to learning, nurture aspiration and build cultural capital through equal access to meaningful opportunities.

In line with EEF guidance, our Pupil Premium approach is rooted in the principles of Explore, Prepare, Deliver and Sustain; ensuring decisions are driven by pupil needs, robust evidence and careful evaluation of impact over time. Our investments focus on long-term improvement, building staff expertise in early language, adaptive teaching, SEMH provision and attendance support, ensuring outcomes are not reliant on funding alone.

This year, our priority is to secure accelerated progress in reading and mathematics, strengthen early communication and language and improve attendance and SEMH outcomes for disadvantaged pupils, while ensuring pupils are provided with rich, memorable experiences that broaden understanding of the world, raise aspiration and enhance cultural capital.

We are committed to ensuring that every disadvantaged child thrives academically, emotionally and socially, and leaves our school equipped with the knowledge, confidence and skills they need to succeed. This strategy directly supports our School Improvement Priorities by ensuring disadvantaged pupils benefit from high-quality teaching, rich curriculum experiences, improved attendance and strong personal development.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Gaps in Core Subjects Some disadvantaged pupils enter year groups with gaps in reading and mathematical fluency. Internal outcomes show the gap is narrowing but remains in KS2 tracking data for reading and maths. Targeted intervention and consistent pedagogy (e.g. in-the-moment feedback and adaptive teaching) are essential to accelerate progress.
2	Communication, Language & Oracy Limited vocabulary, weaker expressive language and reduced early communication impact reading, writing, reasoning and social interaction. EYFS data identifies language gaps on entry. Focus on SALT/Oracy/NELI required to maintain and accelerate progress into KS1 and beyond.
3	Attendance & Punctuality Persistent absenteeism and irregular attendance disproportionately affect disadvantaged pupils. PP pupils do not yet meet the school target of 96% attendance, reducing access to learning and limiting academic progress and routine (SIP Priority 1.1).
4	Social, Emotional & Wellbeing Needs SEMH needs and limited emotional regulation affect behaviour, engagement and readiness to learn. Needs identified through behaviour incidents and referrals for targeted support (e.g. EBSA, nurture, counselling, ELSA). Consistency of approach and proactive early support are required to reduce escalation.
5	Limited Access to Enrichment & Wider Experiences Reduced access to cultural, social and aspirational opportunities restricts cultural capital and confidence to engage in new learning. Without PP support, some pupils would not access visits, music provision, extra-curricular learning or curriculum experiences that build ambition and context for learning. This limits vocabulary, knowledge, aspirations, and personal development (SIP Priority 4).
6	Complex Needs and Co-occurring SEND Some disadvantaged pupils also have SEND or emerging needs that require precise assessment and carefully adapted teaching. Overlap with SEND requires accurate assessment, adaptive teaching and targeted support to ensure access to the curriculum. Without this, children risk double disadvantage, with gaps widening more rapidly (SIP Priority 2 & 5).

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
We aim to secure accelerated progress in Reading & Mathematics for disadvantaged pupils.	Attainment and progress in Reading and Maths improve for disadvantaged pupils, with the majority meeting expected standards and a significant proportion making accelerated progress due to high-quality teaching, tutoring, pre-teach and adaptive support. Monitoring & Review Points (SIP-aligned): Intervention groups finalised & baseline measures recorded Final data validated and progress evidenced
We aim to improve attendance of disadvantaged pupils to meet or exceed the 96% Target	Attendance for disadvantaged pupils improves to at least 96%, with persistent absence significantly reduced through early support, family work and structured EBSA/nurture interventions that lead to improved punctuality, routine and engagement. Monitoring & Review (SIP Priority 1.1): Weekly monitoring Monthly family support meetings RAG status recorded at each SIP Review Point
We aim to strengthen communication, language & Oracy, particularly in EYFS and KSI	Disadvantaged pupils in EYFS and KSI demonstrate stronger communication, language and oracy skills, evidenced through improved vocabulary, expressive language and attainment in Communication & Language outcomes. Monitoring & Review (SIP Priority 5): SALT-led assessments each term Oracy observations through EYFS - Y1 transition Coaching feedback linked to talk & Oracy
We aim to improve SEMH & behaviour so disadvantaged pupils are ready to learn	Behaviour incidents and SEMH-related barriers reduce over the year, as disadvantaged pupils show greater emotional regulation, confidence, engagement in learning and reduced need for reactive interventions due to targeted

	nurture, ELSA and trauma-informed support. Monitoring & Review (SIP Priority 1 & 4): ELSA/Counselling progress tracking My Concern data analysis
We aim to increase cultural capital & equal access to enrichment for PP pupils	All disadvantaged pupils are able to fully access enrichment and cultural experiences, shown through tracked participation in trips, wider clubs, music tuition, aspirational opportunities and curriculum events that broaden knowledge, vocabulary and ambition. Monitoring & Review (SIP Priority 4.2): Termly enrichment audit Pupil voice surveys Participation tracker monitored by PP Lead

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)

We will invest in high-quality teaching and curriculum development as this has the greatest impact on disadvantaged pupils. This funding will ensure all staff are supported to deliver consistent, evidence-led practice through:

Budgeted cost: £81,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental coaching for teachers	Incremental coaching for teachers, using Steplab, to improve adaptive teaching, modelling, questioning and live feedback. This aligns with EEF evidence that high-quality teaching has the largest impact on disadvantaged learners.	Challenges 1, 4 & 6

Subject-specific CPD across English and Maths	Read Write Inc. training, coaching and leader development, including 'Teaching Top Ten' principles, curriculum sequencing and assessment-led planning, ensuring pupils keep up, not catch up. Supported by EEF evidence on effective feedback and classroom assessment.	Challenges 1 & 6
Read Write Inc. training, coaching and leader development	Read Write Inc. training, coaching and leader development, including fidelity checks and role-specific training to ensure early reading is taught systematically and consistently. Phonics approaches have strong evidence of positive impact on disadvantaged pupils.	Challenges 1 & 2
SALT-informed CPD for staff in EYFS and Key Stage 1	SALT-informed CPD for staff in EYFS and Key Stage 1, ensuring early communication, vocabulary and oracy strategies are embedded across the curriculum. Supported by EEF evidence on oral language intervention.	Challenges 2 & 6
Deployment of support staff for group pre-teach and in-the-moment intervention	Deployment of support staff for group pre-teach and in-the-moment intervention, ensuring disadvantaged pupils receive targeted support within lessons to prevent gaps widening. EEF research shows that targeted classroom support benefits low prior attainers when part of a structured approach.	Challenges 1, 2 & 6

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

We will provide targeted academic support where diagnostic assessment indicates pupils are at risk of falling behind.

Budgeted cost: £25,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based Speech and Language Therapy interventions	School-based Speech and Language Therapy interventions, including Colourful Semantics and vocabulary sessions, to accelerate communication and early language progress. This approach is supported by EEF research showing strong impact from oral language interventions on disadvantaged pupils.	Challenges 2 & 6

Read Write Inc. Fast Track Tutoring	Read Write Inc. Fast Track Tutoring for disadvantaged readers who require rapid progress. This targeted phonics-based tutoring accelerates decoding and fluency and is strongly supported by EEF evidence for early reading.	Challenges 1 & 2
Small group reading and maths tutoring delivered by trained support staff	Small group reading and maths tutoring delivered by trained support staff, focusing on pupils whose assessments show they are at risk of falling behind. EEF evidence highlights that small-group tuition can lead to up to four months additional progress when delivered in a structured way.	Challenges 1 & 6
Pre-teaching and post-teaching linked to daily lessons	Pre-teaching and post-teaching linked to daily lessons, based on precise identification of misconceptions and classroom formative assessment. This aligns to EEF principles of responsive teaching and reduces the need for long-term intervention.	Challenges 1, 2 & 6
Targeted ELSA support for disadvantaged pupils with emotional needs that impact their ability to learn	Targeted ELSA support for disadvantaged pupils with emotional needs that impact their ability to learn, ensuring they can access class learning successfully. EEF evidence shows that well-implemented social and emotional learning boosts academic outcomes and self-regulation.	Challenges 4 & 6

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

We will remove wider barriers that prevent disadvantaged pupils from thriving academically, emotionally and socially by investing in strategies that improve attendance, behaviour, self-regulation and equitable access to experiences.

Budgeted cost: £22,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance support involving early help, family support meetings, and persistent absence intervention	Targeted attendance support involving early help, family support meetings, and persistent absence intervention, ensuring pupils attend school regularly and are supported to overcome barriers. This aligns with DfE guidelines on improving attendance and directly impacts attainment.	Challenge 3

Nurture and EBSA provision	Nurture and EBSA provision, including nurture breakfast, slow starts, small group regulation work and personalised reintegration pathways for pupils who find attending school difficult. Supported by EEF evidence that structured social and emotional learning improves behaviour, wellbeing and academic engagement.	Challenges 3 & 4
ELSA intervention, counselling and trauma-informed support	ELSA intervention, counselling and trauma-informed support, to promote emotional regulation, social interaction and readiness to learn. Research shows that SEMH support increases engagement and reduces emotional barriers to learning.	Challenge 4
Professional development in behaviour, PSHE and Trauma-Informed practice	Professional development in behaviour, Jigsaw, PSHE and Trauma-Informed practice, ensuring a consistent whole-school culture of respect, safety, regulation and positive relationships. This mirrors EEF's findings that consistent behaviour approaches at whole-school level improve outcomes for disadvantaged pupils.	Challenges 3 & 4
Funding to ensure disadvantaged pupils gain full access to curriculum trips, hooks and real experiences linked to learning	Funding to ensure disadvantaged pupils gain full access to curriculum trips, hooks and real experiences linked to learning, removing financial barriers and building cultural capital that expands vocabulary, context, knowledge and aspiration.	Challenge 5
Access to enrichment opportunities such as Rocksteady music, clubs and aspirational events	Access to enrichment opportunities such as Rocksteady music, clubs and aspirational events, strengthening confidence, belonging, expressive skills and motivation. These activities build cultural capital and personal development beyond the classroom.	Challenges 4 & 5.

Total budgeted cost: £128,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2025–2026, we continued to monitor the progress and attainment of disadvantaged pupils through statutory assessments, phonics screening outcomes and internal assessment systems. Assessment information was used to inform interventions, curriculum adaptations and quality-first teaching, ensuring pupils were supported to make progress from their individual starting points.

Our curriculum continued to be reviewed to ensure it met the needs of all learners, particularly those who were disadvantaged. Teaching sequences were adapted to revisit and consolidate prior learning where required, while targeted interventions supported pupils in addressing gaps in knowledge and developing greater confidence across the curriculum. A continued focus on adaptive teaching ensured that support was responsive to pupils' individual needs.

Supporting pupils' social, emotional and mental health remained a key priority. The school's wider provision, a new, well-sequenced PSHE curriculum, pastoral support and targeted intervention programmes continued to provide pupils with opportunities to develop emotional resilience, self-regulation and positive relationships. Many disadvantaged pupils benefited from personalised support, enabling them to engage more successfully with learning and school life.

Although there were many positive outcomes, including strong performance for disadvantaged pupils in the Year 1 Phonics Screening Check and broadly comparable progress in several year groups, attainment gaps remain in some key measures, particularly at the end of Reception and Key Stage 2. These outcomes reflect the complex needs within some cohorts, including a higher proportion of pupils with additional and emerging SEND needs. Closing the attainment gap for disadvantaged pupils therefore remains a central priority. During 2026–2027, the school will continue to strengthen high-quality teaching, early identification of need, targeted intervention and curriculum implementation to ensure disadvantaged pupils achieve the best possible outcomes.

Review 2025-2026 Academic Year

Whole School Reading Progress Overview

Group	Expected Progress	Above Expected Progress
Pupil Premium	63%	11%
Non-Pupil Premium	56%	17%

Impact: Progress in reading is broadly comparable between disadvantaged and non-disadvantaged pupils, with 74% of Pupil Premium pupils making at least expected progress, compared with 73% of their non-Pupil Premium peers. While a slightly smaller proportion of

Pupil Premium pupils exceeded expected progress (11% compared with 17%), disadvantaged pupils overall are keeping pace with their peers, demonstrating that targeted support and quality-first teaching are helping to reduce differences in progress. Further work will focus on increasing the proportion of Pupil Premium pupils making above expected progress through continued targeted intervention, adaptive teaching and close pupil progress monitoring.

Year 2 Reading Progress

Group	Expected Progress
Pupil Premium	75%
Non-Pupil Premium	78%

Impact: Reading progress in Year 2 is closely aligned for both disadvantaged and non-disadvantaged pupils, with 75% of Pupil Premium pupils and 78% of non-Pupil Premium pupils making expected progress. No pupils in either group exceeded expected progress during the assessment period, indicating that while most pupils are making secure progress, there is a need to increase the proportion making accelerated progress. Continued high-quality teaching, targeted interventions and regular progress monitoring will support disadvantaged pupils in maintaining expected progress while providing opportunities for more pupils to exceed expectations.

Phonics Screening Check

Year 2 PSC

Group	PSC Pass Rate
Pupil Premium	100% (1 child)

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

At the end of Year 2, 90% of children passed the PSC with 10%(1 child) not passing.

Year 1 PSC

Group	PSC Pass Rate
Pupil Premium	88%
Non-Pupil Premium	78%

Impact: Pupil Premium pupils performed particularly well in the Year 1 Phonics Screening Check, with 88% achieving the expected standard, compared with 78% of non-Pupil Premium pupils. This demonstrates that the targeted phonics provision, timely interventions and high-quality first teaching are having a positive impact on disadvantaged pupils, enabling them to

achieve. Continued focus on early identification and targeted support will help sustain these strong outcomes and ensure all pupils are well prepared for reading success.

Key Stage 2 SATs Reading

Group	Expected Standard	GDS
Pupil Premium	53%	13%
Non-Pupil Premium	67%	25%

Impact: In Year 6 Reading, 66% of Pupil Premium pupils achieved the expected standard or above, compared with 92% of non-Pupil Premium pupils (67% expected and 25% greater depth). While a number of disadvantaged pupils achieved strong outcomes, including 13% working at greater depth, attainment for Pupil Premium pupils remained below that of their peers. This highlights the need to continue strengthening targeted reading interventions, vocabulary development and comprehension teaching throughout Key Stage 2 to ensure more disadvantaged pupils achieve the expected standard and are supported to attain greater depth where appropriate.

Maths Progress Overview – Whole School

Group	Expected/Above Progress (Whole School)
Pupil Premium	70%
Non-Pupil Premium	75%

Impact:

The gap between PP and non-PP pupils is narrowing. Overall, 70% of Pupil Premium pupils made at least expected progress in mathematics, compared with 75% of non-Pupil Premium pupils. Although a slightly smaller proportion of disadvantaged pupils made expected progress, a higher proportion exceeded expected progress (9% compared with 6%), demonstrating that targeted support is enabling some disadvantaged pupils to make accelerated gains. The focus moving forward will be on reducing the proportion of Pupil Premium pupils making below expected progress through continued high-quality teaching, precise intervention and regular pupil progress monitoring, while maintaining opportunities for pupils to achieve above expected progress.

Communication and Language Attainment Overview – EYFS

Group	Listening, Attention and Understanding (Expected+)	Speaking (Expected+)
Pupil Premium	69%	75%
Non-Pupil Premium	88%	88%

Impact:

Outcomes in Communication and Language demonstrate that the majority of disadvantaged children achieved the expected standard by the end of the Early Years Foundation Stage. 69% of Pupil Premium children achieved the expected standard in Listening, Attention and Understanding, compared with 88% of non-Pupil Premium children, while 75% achieved the expected standard in Speaking, compared with 88% of their peers. Although a gap remains, the majority of disadvantaged children left Reception with secure communication and language skills. Continued emphasis on high-quality language-rich interactions, explicit vocabulary teaching and targeted communication interventions will remain a priority to further narrow the gap and ensure all children are well prepared for Key Stage 1.

EYFS – Good Level of Development (GLD)

Academic Year	PP GLD %	Non-PP GLD %	Gap
2023–2024	71%	90%	-19%
2024–2025	78%	70%	+8%
2025-2026	69%	88%	-19%

Impact & Analysis:

- Whilst the attainment gap has widened, the majority of disadvantaged pupils still achieved a GLD and demonstrated secure progress across many areas of learning. Outcomes in Communication and Language remained positive, with 69% of Pupil Premium pupils achieving the expected standard in Listening, Attention and Understanding and 75% achieving the expected standard in Speaking, providing a strong foundation for future learning.
- Analysis of this cohort indicates that outcomes were influenced by a combination of higher levels of additional need, staffing disruption during the autumn term and a greater proportion of disadvantaged pupils with SEND or emerging SEND needs, rather than the quality of provision alone.

Why has this happened?

- This cohort presented with a higher level of need on entry, particularly in communication and language, personal, social and emotional development, and attendance, requiring more intensive support to access the curriculum.
- During the autumn term, staffing absence affected continuity of provision within the cohort. Although appropriate cover arrangements were implemented and pupils continued to receive high-quality teaching, the reduced continuity may have impacted the pace at which some disadvantaged pupils secured key early learning skills.
- A greater proportion of disadvantaged pupils also had additional SEND needs or emerging needs, impacting rates of progress towards the Early Learning Goals.

- Despite targeted interventions, high-quality first teaching and regular progress monitoring, some pupils were unable to close gaps quickly enough to achieve a GLD by the end of Reception.
- Communication and Language outcomes remained positive overall, with 69% of Pupil Premium pupils achieving the expected standard in Listening, Attention and Understanding and 75% in Speaking, providing a stronger foundation for continued progress into Key Stage 1.

Conclusion:

Although outcomes for disadvantaged pupils were not as strong as the previous academic year, the majority of Pupil Premium children achieved a Good Level of Development by the end of Reception. The outcomes suggest that this was influenced by increased levels of need and contextual factors, rather than the quality of provision alone. Moving forward, the school will continue to prioritise early identification of need, consistent high-quality teaching, strong parental engagement and targeted interventions from the start of Reception to improve outcomes and reduce the attainment gap for disadvantaged pupils.

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

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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.