

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 | 31 st 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 | <p>Attainment Gaps in Core Subjects</p> <p>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.</p> |
| 2 | <p>Communication, Language & Oracy</p> <p>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 KSI and beyond.</p> |
| 3 | <p>Attendance & Punctuality</p> <p>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).</p> |
| 4 | <p>Social, Emotional & Wellbeing Needs</p> <p>SEMH needs and limited emotional regulation affect behaviour, engagement and readiness to learn. Needs identified through behaviour incidents and referrals for targeted support. Consistency of approach and proactive early support are required to reduce escalation.</p> |
| 5 | <p>Limited Access to Enrichment & Wider Experiences</p> <p>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).</p> |
| 6 | <p>Complex Needs and Co-occurring SEND</p> <p>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).</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>We aim to secure accelerated progress in Reading & Mathematics for disadvantaged pupils.</p> | <p>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.</p> <p>Monitoring & Review Points (SIP-aligned): Intervention groups finalised & baseline measures recorded Final data validated and progress evidenced</p> |
| <p>We aim to improve attendance of disadvantaged pupils to meet or exceed the 96% Target</p> | <p>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.</p> <p>Monitoring & Review (SIP Priority 1.1): Weekly monitoring Monthly family support meetings RAG status recorded at each SIP Review Point</p> |
| <p>We aim to strengthen communication, language & Oracy, particularly in EYFS and KSI</p> | <p>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.</p> <p>Monitoring & Review (SIP Priority 5): Oracy observations through EYFS - Y1 transition Coaching feedback linked to talk & Oracy</p> |
| <p>We aim to improve SEMH & behaviour so disadvantaged pupils are ready to learn</p> | <p>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 and Emotional Literacy support.</p> |

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| | <p>Monitoring & Review (SIP Priority 1 & 4): My Concern data analysis</p> |
| <p>We aim to increase cultural capital & equal access to enrichment for PP pupils</p> | <p>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.</p> <p>Monitoring & Review (SIP Priority 4.2): Termly enrichment audit Pupil voice surveys Participation tracker monitored by PP Lead</p> |

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, curriculum sequencing and assessment-led planning, ensuring pupils keep up, not catch up. Supported by EEF | Challenges 1 & 6 |

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| | evidence on effective feedback and classroom assessment. | |
| 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 |

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| 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 Emotional Literacy 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 | Challenges 3 & 4 |

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| | by EEF evidence that structured social and emotional learning improves behaviour, wellbeing and academic engagement. | |
| ELSA intervention, counselling and trauma-informed support | Emotional Literacy intervention 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 and PSHE | Professional development in behaviour, Jigsaw, our new PSHE programme, 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 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)

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|---|
| <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> |
| |
| 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.