Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	WESTON PRIMARY SCHOOL
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers	2026/2027 2027/2028 2028/2029
Date this statement was published	10th November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Helen Pitt Headteacher and Russ Houghton CoG
Pupil premium lead	Andy Kelly DHT
Governor / Trustee lead	Russ Houghton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,690
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total Funding	£50,690

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Quality First Teaching ensures that all children make positive progress especially Pupil Premium pupils. The quality of teaching and learning experiences is monitored consistently to ensure high standards and expectations are maintained. Teachers are supported to provide the best learning outcomes for all pupils.
- Embed culture of mutual respect and high expectations which supports academic success and healthy emotional wellbeing
- To ensure Social and Emotional Aspects of Learning are fully supported through Nurture groups, counselling, play/art therapy and enrichment so that pupil's emotional wellbeing is healthy enabling them to learn and thrive in school.
- Interventions will work to address misconceptions and embed knowledge into long term memory s as to narrow the gap between
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve at least Age Related Expectations
- Additional learning support timetables are strategically set to ensure that interventions are impactful.
- Support payment for activities, educational visits and residential visits. Ensuring call pupils experience a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Increased social, emotional and behavioural issues throughout the school. Persistent absence is higher in disadvantaged group with children regularly not attending especially when siblings or parents are ill. Children don't perceive school as the gateway to their future ambitions or aspirations.
2	Key Stage 2 - Raise standards in Reading, Writing and Mathematics, narrowing the gap between disadvantaged and non-disadvantaged pupils, so attainment for disadvantaged pupils is at least in line with National outcomes.
3	EYFS and Key Stage 1 - Raise standards in Reading and Writing, narrowing the gap between disadvantaged and non-disadvantaged pupils, so attainment for disadvantaged pupils is at least in line with National outcomes.

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
Progress in Reading	Achieve national average, or above, attainment and progress scores
Progress in Writing	Achieve national average, or above, attainment and progress scores
Progress in Mathematics	Achieve national average, or above, attainment and progress scores
Greater Depth in writing	Achieve national average or above in Writing at EXS and GD.
Behaviour and Attendance Strategy	Create a culture which develops good behaviour, routines and structures so that all pupils are supported in improving their engagement, mental health and wellbeing so that every pupil can thrive.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• HLTAs run a daily timetable to support children and families experiencing emotional, social and personal challenges. This includes daily, 'soft landing' sessions from 8.30am for those struggling to cope with entering school, timetabled ELSA sessions in small groups or 1:1 to address specific issues, manage self-regulation time for those children struggling to cope. • Resourcing of separate, calm, homely and safe space for children to be and feel secure. • Family and pupil support worker 4x mornings per week to support children swiftly	'*A lack of school engagement negatively affects millions of students, and efforts to connect students to schools should be at the forefront of current initiatives to improve education.'* Connecting Students to Schools to Support Their Emotional Well-Being and Academic Success Sulkowski, Michael L.; Demary, Michelle K.; Lazarus, Philip J.2012 We want children to want to be in school because they feel like they belong, they are loved and valued for who they are. They feel listened to and provided with strategies to help them to thrive. We work with parents to help the child feel supported from all sides. Building healthy relationships with and between children is key to our whole school approach for improving emotional wellbeing to support social and academic development.	1,2,3
• NTS standardised assessments and Shine Interventions	Ensure gaps in learning a quickly and effectively identified and teachers rapidly identify gaps. Shine interventions provide specific support to support teachers to address gaps in knowledge and understanding. https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf	2,3
• Mathematics CPD around targeted areas of learning.	Maths CPD is bespoke to needs of all children. Data including Question Level Analysis pin points areas to be addressed. Mathematics lead coaches and supports staff to improve outcomes for all. https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf	2,3
• Teaching of early reading through RWInc at Key Stage 1	As part of the school Reading Strategy, RWInc is used consistently and effectively to teach early phonics and develop sound early reading skills. Regular monitoring of the quality of teaching learning alongside regular assessments of pupil progress ensures those children not making progress are swiftly identified and interventions are put in place. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	2,3
• English curriculum underpinned by High Quality Texts including specific daily spelling lessons	High quality texts drive the English curriculum to promote a love of literature and empower children to be competent and confident writers. The curriculum is clearly sequenced and progression across the key stage empowers pupils to develop writing skills.	2,3

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

Budgeted cost: £ 15,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/1:1 interventions provided to address specific gaps in knowledge for PP pupils.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Effective deployment of TAs to target PP children to support attainment and progress in all areas.	2,3

Wider strategies

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy DCSO acts as Family Liaison Officer every morning to follow up on absences and support families struggling to attend.	https://dera.ioe.ac.uk/id/eprint/9016/1/2ea6e0b30185b97278faadffe461d1dc.pdf https://www.gov.uk/government/speeches/research-commentary-managing-behaviour https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf	123
All staff engage in CPD around building a consistent approach to behaviour management, relationships and whole school culture in order		1,2,3

to raise expectations and outcomes for all.		