



# Pupil premium strategy statement – Weaver Primary School 2025-2026

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
School Name	Weaver Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Charlotte Johnson
Pupil premium lead	Charlotte Johnson
Governor / Trustee lead	Angela Beecher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,760
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£21,760

# Part A: Pupil premium strategy plan

## Statement of intent

### **What are the key principles of your strategy plan?**

At Weaver Primary School, we aim to ensure that every pupil, regardless of background or circumstance, is supported to achieve their full potential. High-quality teaching sits at the heart of our approach, with a clear focus on the areas where disadvantaged pupils require the greatest support. This approach is proven to be the most effective way of reducing attainment gaps, while also improving outcomes for all pupils.

As part of our commitment to raising achievement for every child, the school is actively involved in the Raising Attainment for Disadvantaged Youngsters (RADY) programme, commissioned and supported by Cheshire East Local Authority. This work strengthens our whole-school approach to equity and inclusion by raising aspirations, maintaining high expectations for disadvantaged pupils, and embedding structured systems to identify barriers, track progress, and provide timely, targeted support.

Alongside academic development, we maintain a strong focus on wellbeing and attendance, recognising their direct impact on learning, confidence, and long-term life chances. We also work to widen pupils' life opportunities through enrichment activities, experiences beyond the classroom, and inclusive provision. Through this approach, we ensure that all children leave Weaver Primary well prepared for the next stage of their education and for life beyond school.

### **Objectives for Pupil Premium Spending**

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional small group support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing

- To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment

**How does the pupil premium strategy plan work towards achieving those objectives?**

- It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our support staff and teachers.
- It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities. Therefore enhancing their life chances and opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	To raise attainment in reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment.
2	A number of pupil premium children also have recognised special educational needs or first concerns raised re possible special educational needs and this impacts on their overall attainment and progress.
3	Overall attendance for some of our disadvantaged children are lower. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including attainment. The level of SEMH need across the school has risen significantly in the past 12 months.
5	Financial pressures can result in lack of engagement in wider school provision, including residential visits and after-school clubs

## 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
To raise attainment of PP children across the whole school – target intervention in Maths	<p>PP children will make expected progress from starting points or meet National Standard in the SATs.</p> <p>PP children will have made good progress based on prior attainment to reach National Expectation of year group expectations. They will make the same progress as their peers.</p> <p>PP children receive targeted intervention maths. Maths Hub resources and training to be used to support children.</p>
To raise attainment of PP children across the whole school – target intervention in Reading, Writing and Phonics	<p>PP children will make expected progress from starting points or meet the National Standard in the SATs.</p> <p>PP children will have made good progress based on prior attainment to reach the National Expectation of the year group expectations. They will make the same progress as their peers.</p>

	PP children receive targeted intervention for reading and writing. PM Benchmark and assessment resources to be used to identify areas of support for the PP children.
To ensure expected progress of children who are PP and SEN where achieving Expected Standard is not obtainable through national testing, measure progress through NTS Reading and NTS Maths.	<p>Clear progress of PP children with SEND will be evident through the use of NTS Reading and NTS Maths tests. Staff will feel confident in delivering these tests and analyse areas for focus in interventions.</p> <p>Use NTS Reading and NTS Maths standardised scores to target areas of intervention and progress.</p>
To support PP children with focused intervention to reach the national standards in phonic screening check	<p>PP children will receive phonics interventions (RWI) and will achieve expected standard or will have made good progress on prior attainment to reach national expectation of the phonic screening.</p> <p>Half termly assessments to support interventions.</p>
Social, emotional and/or behavioural problems affecting well-being and progress.	<p>All staff to be trained in Zones of Regulation. This will support children to regulate and identify emotions.</p> <p>All teaching staff to access the Challenge Education – Thinking Differently programme. 6 modules over the year.</p> <p>PP children across the school will receive support with Emotionally Healthy Schools and Tools for Schools Interventions if required.</p>

	<p>PP children will have strategies to support them socially and emotionally.</p> <p>Parents of PP to receive support and strategies for managing social and emotional difficulties if required.</p> <p>Discover School Schools led by Adam Kirkpatrick to deliver focused 1:1 and small group sessions.</p> <p>Children will have access to OPAL play supporting social and emotional well-being at lunch time.</p>
<p>For attendance to improve, with a particular emphasis on raising the attendance of pupils eligible for Pupil Premium so that persistent absence reduces and disadvantaged pupils attend in line with, or above, national expectations. Improved attendance will support stronger academic progress, better wellbeing, and increased engagement in school life.</p>	<p>Reduction in persistent absence rates, particularly among disadvantaged pupils and those with historically low attendance.</p> <p>Weekly and half-termly monitoring demonstrating improved punctuality and fewer late marks.</p> <p>Regular communication with parents and carers offering support to improve attendance.</p>
<p>Pupils will have the opportunity to experience a wide range of extracurricular activities.</p>	<p>Pupils will attend all educational trips, residential and, where appropriate, have access to after-school clubs/extra-curricular activities.</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)

Budgeted cost: £ 1,212.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improvement of phonics and reading comprehension strategies The development of RWI across EYFS/KS1. All staff to be trained to ensure improved outcomes for PP children. Updated PM Benchmark to be used to identify PP support. All staff to be trained in using the PM benchmark and how to use the assessments. Ensure children have access to decodable books.</p>	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of 5 months' additional progress can be achieved, along with developments in independent and collaborative learning strategies.</p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p>	1,2,4

Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes.	<p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as White Rose units, Read to Write, Steps to Read and RWI. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed above and individual resources as required by specific learners as identified by staff who work with them.</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><a href="https://publishing.service.gov.uk/EEF/Improving-Mathematics-in-the-Early-Years-and-KS1-Maths_guidance_KS_1_and_2.pdf">EEF Improving Mathematics in the Early Years and KS1 Maths_guidance_KS_1_and_2.pdf</a> (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1,2,4
Continue Voice 21. Training in developing an Oracy rich curriculum	Participation and support from Voice 21 strengthens the ability of all staff to practically understand what works and how to develop a high quality oracy education. Oral language intervention EEF suggests + 6 months  <a href="#">Oral language interventions   EEF</a>	1,2,4
Improve the quality of social and emotional (SEL) learning. Staff to access Challenge education – Thinking Differently modules to support understanding and interventions.  School to be part of the RADY project. Training provided to staff and strategies shared across	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF/Social_and_Emotiona...">EEF_Social_and_Emotiona...</a> Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Zones of Regulation implemented as a whole school strategy. All staff to be trained.</p> <p><a href="#">Self-regulation strategies   EEF</a></p>	3, 4

<p>school. Access the EHSC and implement strategies throughout school.</p> <p>Discover Social Skills to be delivered by highly qualified teacher to support PP children with social and emotional difficulties.</p> <p>All staff to be trained in Zones of Regulation to support children with self regulation</p> <p>Continue to develop social and emotional well being through OPAL Play and strategies</p>	<p>OPAL Programme - <a href="#"><u>Primary school play strategies that build resilience, creativity and joy - Outdoor Play and Learning</u></a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,978.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading intervention (RWI phonics, 1:1 Phonics Tuition, Precision Teach). Decodable books to support phonic reading Big Cat books to be purchased to support and identify gaps in reading All staff to be trained in PM Benchmark and assessments.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,4,
1:1 or small group work with bespoke interventions to close the gap in maths, reading and writing.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,4,
1:1 or small group work with bespoke interventions to support social and emotional development.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)  EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost £3,903.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to participate and attend school trips and residential	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	5
Music lessons	<a href="https://www.kumon.co.uk/blog/the-benefits-of-children-learning-music/">https://www.kumon.co.uk/blog/the-benefits-of-children-learning-music/</a>	5
Further heightened parental involvement and engagement Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement One page profiles created for PPG pupils created in direct consultation with families to ensure pupils' needs and strengths are fully understood and met	<p>It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners.</p> <p>As such by engaging more with parents we are affording the best possible chances for positive outcomes for PP learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practise in educational support with subsequent children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>DfE analysis (2025) demonstrates a strong correlation between attendance and attainment. At KS2, pupils with 95– 100% attendance were 1.3 times more likely to achieve the expected standard in reading, writing and mathematics combined than those with attendance between 90–95%.</p>	3
OPAL playgrounds – To enhance the playground to support social and emotional well being at lunch and break times. To support PP children during unstructured times.	Improves Mental Health. Research shows OPAL children are happier. Social and emotional development is enhanced. Quality play life where relationships are practised. OPAL play links to formal learning, this increases creativity, imagination and collaborative skills.	4
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All





## Part B: Review of the previous academic year 2023-2024

<p>Overcome gaps in learning and accelerate learning to help them make improved progress and to raise their standards of achievement.</p>	<p>Targeted small-group support is provided for pupils eligible for Pupil Premium funding, with a clear focus on addressing gaps in learning, accelerating progress, and raising standards of attainment. These interventions are carefully planned and delivered to ensure pupils receive the additional support they need to succeed.</p> <p>Phonics small-group teaching has been particularly effective in raising standards in phonics for all pupils. By reorganising the whole key stage into Read Write Inc. (RWI) groups, we have ensured that pupils are taught at an appropriate level, enabling accelerated progress for those who need it most while allowing increased opportunities for practice and consolidation for others. This structured, evidence-informed approach has had a positive impact and will continue to be embedded in our provision moving forward.</p> <p><b>KS2</b></p> <table border="1" data-bbox="1102 647 2055 917"> <thead> <tr> <th>KS2</th><th>All Pupils</th><th>National</th><th>Weaver Non Disadvantaged</th><th>National Non Disadvantaged</th><th>Weaver Disadvantaged</th><th>National Disadvantaged</th></tr> </thead> <tbody> <tr> <td>RWM</td><td>68%</td><td>62%</td><td>69%</td><td>69%</td><td>50%</td><td>47%</td></tr> <tr> <td>Reading</td><td>94%</td><td>75%</td><td>97%</td><td>81%</td><td>50%</td><td>63%</td></tr> <tr> <td>Writing</td><td>71%</td><td>72%</td><td>72%</td><td>78%</td><td>50%</td><td>59%</td></tr> <tr> <td>Maths</td><td>87%</td><td>74%</td><td>90%</td><td>81%</td><td>50%</td><td>61%</td></tr> <tr> <td>SPaG</td><td>87%</td><td>73%</td><td>90%</td><td>79%</td><td>50%</td><td>60%</td></tr> </tbody> </table> <p>Disadvantaged – small cohort KS2</p> <p><b>Multiplication Check</b></p> <table border="1" data-bbox="1102 1049 2055 1251"> <thead> <tr> <th>MTC</th><th>All Pupils</th><th>National</th><th>Disadvantaged</th><th>Non Disadvantaged</th></tr> </thead> <tbody> <tr> <td>Out of 25 Average score</td><td>22.9</td><td>21.0</td><td>17.0 Small number</td><td>23.6</td></tr> <tr> <td>Scored 25/25</td><td>48%</td><td>37%</td><td>67%</td><td>46%</td></tr> </tbody> </table>	KS2	All Pupils	National	Weaver Non Disadvantaged	National Non Disadvantaged	Weaver Disadvantaged	National Disadvantaged	RWM	68%	62%	69%	69%	50%	47%	Reading	94%	75%	97%	81%	50%	63%	Writing	71%	72%	72%	78%	50%	59%	Maths	87%	74%	90%	81%	50%	61%	SPaG	87%	73%	90%	79%	50%	60%	MTC	All Pupils	National	Disadvantaged	Non Disadvantaged	Out of 25 Average score	22.9	21.0	17.0 Small number	23.6	Scored 25/25	48%	37%	67%	46%
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Wider opportunities for PP Children	<p>Pupil Premium funding has been used to ensure that disadvantaged pupils are able to access a wide range of enrichment opportunities alongside their peers. Pupil Premium children have participated in a variety of extra-curricular activities, including art, sport, yoga, dance, and Rock Steady after-school clubs. Where pupils expressed an interest in music tuition, lessons were provided and funded through the Pupil Premium.</p> <p>In addition, all Pupil Premium pupils were fully supported to attend school trips and residential visits, with costs met through Pupil Premium funding where required. This ensured that no child was excluded from enrichment experiences due to financial barriers. This approach will continue, as these opportunities play an important role in broadening pupils' experiences, supporting wellbeing, and raising aspirations.</p> <p>We recognise the importance of pupils feeling a full and valued part of their cohort and peer groups. For some families, lower levels of affluence can make disadvantage more visible. The school actively seeks to reduce this social inequality by ensuring that disadvantaged pupils are able to access the same life chances, experiences, and opportunities as their peers, supporting inclusion, confidence, and a strong sense of belonging.</p>																				

## Pupil Premium Strategy outcomes

Pupils eligible for the Pupil Premium grant make good progress from their individual starting points as a result of targeted and timely support. Appropriate provision is in place to promote pupils' social, emotional, and mental health, including individual and small-group interventions delivered by trained Teaching Assistants.

Disadvantaged pupils are fully included in all aspects of school life, including residential visits, where financial barriers may otherwise have prevented participation. This ensures equality of opportunity, supports pupils' wellbeing and confidence, and enables them to benefit fully from the wider curriculum and enrichment experiences offered by the school.

## Externally provided programmes

Programme	Provider
Zones of Regulation	Zones of Regulation
RADY project	Cheshire East
Challenge Education – Thinking Differently	Challenge Education
RWI	Ruth Miskin Training
NCETM	Maths Hub Y1-Y6
NCETM	Maths Hub EYFS , Y1, Y2
Outdoor Play	OPAL