

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium for the 2025 to 2026 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 Park Primary School	
Number of pupils in school	502	
Proportion (%) of pupil premium eligible pupils	59.5%	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 2025/26 2026/27	Year 2 of strategy
Date this statement was published	December 2025	
Date on which it will be reviewed	September 2026	
Statement authorised by	FGB	
Pupil premium lead	Jim Rogers	
Governor / Trustee lead	John Martin	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£450,000

Part A: Pupil premium strategy plan

Statement of intent

At Weston Park Primary, we are passionate in nurturing the talent and developing the character of our unique children. We believe they deserve to be equipped with the essential knowledge and skills needed to be successful: in the next stage of their education; in their homes; in their local communities and in the wider world.

We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily. This is key in promoting their self-confidence, self-esteem, participation in learning and positive social interaction. Pupils are supported to work constantly to aspire to their personal best, which raises self-esteem and contribution. We use interventions in a targeted way, so children are where they should be – participating in the classroom.

We foster positive, consistent relationships throughout. We know that if you provide quality first teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The aims we have adopted complement each other to help pupils create endless opportunities. To address educational disadvantage we will work hard to address:

- **the Reading, Writing and Maths gaps in attainment between pupil premium children and our non-disadvantaged children.**
- **the absence rates of pupil premium children.**
- **Oracy skills – ensuring pupils can demonstrate their understanding, express their feelings and ask questions.**
- **Improving staff knowledge and skills – staff must be aware of, and equipped to tackle, the challenges facing our underserved children.**

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 89.4% which is 2.3% lower than for non-disadvantaged pupils. 91.7% . Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading (decoding, prosody, comprehension and language acquisition) than their peers. This negatively impacts their development as readers and access to the wider school curriculum.
3	Children have barriers with their transcription and sentence construction skills. Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Children are not "mastering" maths fluency. Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident on entry to Reception and remain through to KS2. In general, these are more prevalent among our disadvantaged pupils than their peers.
6	Mental health and well-being difficulties are impacting children's ability to fully access the curriculum. Our assessments, observations and discussions have identified social and emotional issues for many pupils.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Attendance of PP pupils will be in line with National expectations (95%) or above by end of academic year. • Punctuality will improve so that children in receipt of PPG are in line with their peers.
The teaching of Reading is secure and consistent across the school.	Early identification of reading barriers will be in place across EYFS, KS1 and KS2; informing

	planning and assessment and therefore raising attainment for all pupils. • Gaps in pupils' knowledge are identified early in order to set up targeted support and intervention. • Excellent teaching will raise attainment of all pupils in Phonics and Reading throughout the school. • End of KS1 and KS2 Reading outcomes will be in line with/ or above National. • The PSC results for children in receipt of PPG will be at least National or better. • The ELGs for Word Reading and Comprehension will be at National or above for children in receipt of PPG.
Fluent writing will support composition because the pupil's cognitive resources will be freed from focussing on handwriting, spelling and sentence construction and will be redirected towards writing composition.	End of Early Years outcomes will at least be in line with national • Outcomes at the end of KS1 will at least be in line with National. • Outcomes at the end of KS2 will at least be in line with National.
Consistent and strong modelling in maths is improving outcomes for pupils	Children will secure mastery and fluency in Maths. End of Early Years outcomes will be in line with national • Outcomes at the end of KS1 will at least be in line with National. • Outcomes at the end of KS2 will at least be in line with National.
Improved oral language skills and vocabulary among disadvantaged pupils with strong communication and language skills in children within Early Years, KS1 and KS2.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

	End of Early Years outcomes will be in line with national in GLD.
To improve children's mental health by increasing their resilience and providing opportunities for them to talk about themselves and their aspirations for their future.	Children will display increased resilience, access all curriculum areas and have aspirations for their future.

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: £225,000 (50% of pupil premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy: Develop a whole school approach to oracy by becoming a 'Voice 21' school with: - Subscription to the Voice 21 exchange - Bespoke training for two identified Oracy champions in school - Extensive CPD for all staff on teaching effective speaking and listening, as well as vocabulary development across the curriculum.	<i>EEF Oral Language Interventions</i> Oral language interventions EEF <i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i>	1, 2, 3, 4, 5, 6
Pedagogy: Developing high quality teaching that responds to the needs of pupils: Investment in release time for training for subject leaders and for teachers with a focus on developing 'The Weston Lesson' (a model for high-quality teaching). This provision allows: Targeted curriculum coaching for teachers and pedagogical development for all staff. Recruitment and retention: Release time for key leaders to undertake NPQ for leadership.	<i>"EEF High Quality Teaching – Maximising learning "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i>	1, 2, 3, 4, 5
Reading:	reading-comprehension-strategies EEF	1, 2, 3, 4, 5

Implement Evidence-Based Reading Comprehension Strategies: Utilise strategies that focus on enhancing pupils' understanding of texts, such as summarisation, questioning, and clarifying. These strategies have shown a high impact for low cost (Education Endowment Foundation) Phonics Instruction: Ensure fidelity to the Little Wandle systematic phonics programme that begins in EYFS and continues through KS1 and Rapid Catch Up in Year 2 and KS2.	<i>"EEF + 5 - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i>	
Writing: Implement Evidence-Based Writing Instruction: Utilise the "Improving Literacy in Key Stage 1 and 2" guidance report, which provides practical recommendations for developing writing skills among pupils. This includes explicit teaching of writing structures and processes.	<u>Improving Literacy in Key Stage 1 EEF</u> <u>Improving Literacy in Key Stage 2 EEF</u>	1, 3
Maths: Implement a Mastery Approach: Continue with the implementation of the Mathematics Mastery programme, which focuses on deep understanding and fluency in maths for all pupils, particularly those from disadvantaged backgrounds. This whole-school approach can help close the attainment gap. Daily Fluency Practice: Incorporate short, focused 'maths meetings' into the daily timetable to reinforce basic skills and improve speed and accuracy in maths.	EEF + 2 – <i>Mastering Mathematics</i> - the Ark Mathematics Mastery Primary School programme involved 5,108 pupils in 90 schools. The independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months' progress compared to other pupils in comparison schools. <u>Improving Mathematics in Key Stages 2 and 3 EEF</u>	1, 4

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

Budgeted cost: £112,500 (25% of pupil premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Oracy:</u> Individual and small group speech and language support delivered, with specialist SALSA provision for disadvantaged pupils with the highest level of need. KS1 Talk Boost intervention Pre-teaching of stories, songs, rhymes and vocabulary for disadvantaged pupils in EYFS to develop confidence prior to whole class experiences (including discussion of character, themes and vocab)	<i>EEF Oral Language Interventions</i> <u>Oral language interventions EEF</u> <i>Evidence indicates that success in literacy relies on the secure development of language,⁴ and these skills are amongst the best predictors of educational success.⁹ Phonological skills at age five, for example, predict reading ability at age seven and vocabulary at age five predicts child's ability to complete the more complex tasks of reading at age 11</i>	1, 5
<u>Reading:</u> Small Group Interventions: Implement targeted small group reading interventions for disadvantaged pupils who are struggling: Little Wandle 1:1 and small group daily Keep up in EYFS and Year 1 for disadvantaged pupils not keeping up in Phonics. Little Wandle RCU 1:1 and small group daily lessons Year 2 – 6. HFL Education's Key Stage 1 and 2 Reading Fluency Project: Years 2, 3, 5 and 6 to provide focused support to improve reading fluency and comprehension.	<i>"EEF + 5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i> <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial."</i>	1, 2, 3, 4, 5
<u>Writing:</u> Small Group Interventions: Implement targeted writing interventions which focus on helping pupils plan, write, and revise their work based on memorable experiences. Use of Writing Frameworks: Provide structured frameworks for writing tasks that guide pupils through the process of transcription and sentence construction. This can include sentence starters, graphic organisers, and checklists to support their writing development.	<i>"EEF + 5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i> <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should</i>	1, 2, 3, 4, 5

Writing Conferences: Establish a system for providing regular, specific feedback on writing tasks. This should focus on both strengths and areas for improvement, helping pupils understand their progress and next steps.	<i>monitor progress to ensure the tutoring is beneficial."</i>	
Maths: Small Group Interventions: Provide targeted small group sessions for disadvantaged pupils who are struggling with maths. These sessions should focus on specific skills and concepts that need reinforcement.	<i>"EEF + 5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i> <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</i>	1, 2, 3, 4, 5
SEMH: ELSA: Establish access to school-based counselling services where pupils can receive one-on-one support. This can help address specific emotional issues and provide coping strategies tailored to individual needs.	<u>Social and emotional learning EEF</u>	1, 6

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

Budgeted cost: £112,500 (25% of pupil premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Whole school attendance policy and procedures to be reviewed alongside the Attendance action plan. Attendance Champions to send regular facebook/email (Moments matter) updates to share the social and academic benefits of regular school attendance, with parents each week. Ongoing CPD for the attendance leads to attend attendance network meetings led by the HAMWIC trust alongside the	<u>Working together to improve school attendance - GOV.UK (www.gov.uk)</u> <i>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i> <i>EEF Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance. The EEF Rapid Evidence</i>	1, 2, 3, 4, 5, 6

strategic lead to ensure consistency of approach and implementation of new strategy, procedures and processes. CPD for all teaching and support staff on their role in positively impacting the attendance of their pupils. Provide ELSA support to increase engagement in school/reduce barriers linked to mental health and wellbeing.	<i>Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance.</i> <i>Children are more likely to learn effectively when they have had a healthy breakfast. Encouraging parents to provide this at home is one option; another is to provide a breakfast club in school. Children most likely to benefit should be sensitively targeted through personal contact with parents, sending personalised letters, and proactive efforts to get children into school on time. Where this approach was adopted, parents described feeling that staff cared about them and recognised some of the individual challenges that they faced.</i>	
<u>SEMH:</u> Trauma informed practitioner to lead interventions to support disadvantaged pupils to understand and manage emotions and ensure that pupils are in school and 'learning ready' This includes ELSA support sessions.		1, 6
Provide curriculum hooks and experiences for our disadvantaged pupils in school. Pupil premium children have access to all enrichment opportunities.	<i>Support for cost of enrichment trips and events at school. Spaces made available and funded by the school for after school clubs and other activities to ensure all pupils have enrichment opportunities and experiences to support their development.</i>	1, 6

Total budgeted cost: £450,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. See separate Review of Strategy document.

The actual outcomes for disadvantaged children at the end of key stage 1 and key stage 2 are listed below in red compared to the outcome we were working to achieve on our pupil premium strategy:

Intended outcomes:

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Attendance will be at least in line with National expectation. Lateness will reduce:

Our attendance data over the last year indicates that attendance among disadvantaged pupils was **89.4% which is 2.3% lower** than for non-disadvantaged pupils. **91.7%**. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

The teaching of Reading is secure and consistent across the school.

Early identification of reading barriers will be in place across EYFS, KS1 and KS2; informing planning and assessment and therefore raising attainment for all pupils:

End of Early Years outcomes will be in line with national GLD: **In EYFS, 72% of disadvantaged children achieved the expected standard or better compared to 73% which is a gap of no more than 1%.**

In KS1 at least 65% of pupils will achieve ARE: **In KS1, 66% of disadvantaged children achieved the expected standard or better compared to 82% which is a gap of no more than 16%.**

PSC outcomes will be in line with national: **In Year 1, 65% of disadvantaged children achieved the expected standard or better compared to 96% which is a gap of no more than 31%.**

In KS2 at least 65% of pupils will achieve ARE: **In KS2, 68% of disadvantaged children achieved the expected standard or better compared to 78% which is a gap of no more than 20%.**

Fluent writing will support composition because the pupil's cognitive resources will be freed from focussing on handwriting, spelling and sentence construction and will be redirected towards writing composition.

End of Early Years outcomes will be in line with national GLD: In EYFS, 66% of disadvantaged children achieved the expected standard or better compared to 85% which is a gap of no more than 19%.

In KS1 at least 65% of pupils will achieve ARE in writing. 10% GD: In KS1, 53% of disadvantaged children achieved the expected standard or better compared to 82% which is a gap of no more than 29%.

In KS2 at least 70% of pupils will achieve ARE in writing. 10% GD: In KS2, 66% of disadvantaged children achieved the expected standard or better compared to 81% which is a gap of no more than 15%.

Consistent and strong modelling in maths is improving outcomes for pupils:

End of Early Years outcomes will be in line with national GLD: In EYFS, 76% of disadvantaged children achieved the expected standard or better compared to 85% which is a gap of no more than 9%.

In KS1 at least 70% of pupils will achieve ARE in maths. 10% GD: In KS1, 60% of disadvantaged children achieved the expected standard or better compared to 77% which is a gap of no more than 17%.

In KS2 at least 75% of pupils will achieve ARE in maths. 10% GD: In KS2, 66% of disadvantaged children achieved the expected standard or better compared to 86% which is a gap of no more than 20%.

Improved oral language skills and vocabulary among disadvantaged pupils with strong communication and language skills in children within Early Years, KS1 and KS2.

End of Early Years outcomes will be in line with national in GLD: In KS1, 79% of disadvantaged children achieved the expected standard in communication and language or better compared to 85% which is a gap of no more than 6%.

The gap and attainment in reading, writing and maths in KS2 is significant. The school has identified that whilst the strategies, actions and interventions in reading, writing and maths were effective for some, they did not have the intended impact on our pupil premium cohort. We have recognised that this needs to be a focus for the next 2 years of the strategy. Over the next academic year there will be CPD focussing on closing the attainment gap in reading, writing and maths.

Teaching (for example CPD, recruitment and retention)

Teachers have received CPD in many curriculum areas, with the CPD in early reading and communication having a significant impact on outcomes for children this year. All KS1 teachers and TA's have been trained in our chosen Systematic Phonics

Programme, Little Wandle. Since this training in the Autumn term, all phonics lessons monitored have showed fidelity to the scheme and have been of a consistently high standard, following the programmes explicit weekly content and using the comprehensive resources and mantras. The impact of this has been seen in the Year 1 Phonic Screening Check outcome of 78% (65% for disadvantaged pupils) which is broadly in line with the national standard.

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

A range of targeted intervention and support has taken place this year to support disadvantaged pupils. Firstly, the Year 1 Phonic Screening Check outcome of 78% was achieved due to meticulous rigour to the scheme and implementation of targeted daily “Keep up” and/or “Catch up” sessions to ensure children stayed on track or “caught up”

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

Attendance for our PP children, particularly those who are PA, is still not at national. The school recognises that there are refinements for this to improve. This year the school has provided a much clearer structure to tackle poor attendance. The school has also developed the role of the attendance team who have had daily dedicated time to tackle poor attendance as well as more time to work with families where this is an issue.

We have supported a number of PP families during the academic year – we have several children accessing free breakfast and after school provision. A number of PP children have accessed after school clubs. We provided families with Christmas presents and families with food regularly.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider