

# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

■ Red text – Weston Infant Academy

■ Blue text – Weston Junior Academy

| Detail  | Data   |
|---|--|
| School name   | Weston Infant Academy<br>Weston Junior Academy |
| Number of pupils in school  | 117 (Nov 2024)<br>180 (Nov 2024)               |
| Proportion (%) of pupil premium eligible pupils   | 27% (Nov 2024)<br>31% (Nov 2024)               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-27  |
| Date this statement was published   | December 2024                                  |
| Date on which it will be reviewed   | Annually<br>Full review November 27            |
| Statement authorised by   | Mrs J Birchall - Principal                     |
| Pupil premium lead  | Mrs C Locke                                    |
| Governor / Trustee lead   | To be confirmed                                |

## Funding overview

| Detail   | Amount   |
|--|--|
| Pupil premium funding allocation this academic year                                    | Weston Infant Academy<br>£38,480 (26 PP pupils)<br>Weston Junior Academy<br>£79,920 (54 PP pupils)<br>LAC funding allocated in<br>PEP meetings with Local<br>Authority |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0   |

|  |   |
|--|---|
| <p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | <p>Weston Infant Academy<br/>£38,480</p> <p>Weston Junior Academy<br/>£79,920</p> |
|--|---|

## Part A: Pupil premium strategy plan

### Statement of intent

Our objective is to use high quality teaching to support our disadvantaged pupils to achieve at least expected attainment in Reading, Writing and Maths when compared to their non-disadvantaged peers.

The latest national data shows that disadvantaged pupils still fare less well than non-disadvantaged pupils (this still be may in part be due to their experiences during lockdown where a legacy still remains). As of 2024, the National disadvantage gap for pupils achieving at least expected in Reading, Writing and Maths was 21%. School-level data shows that at the end of KS2 the disadvantage gap was greater than national.

As part of this strategic plan we will focus on the key challenges preventing our disadvantaged pupils from attaining well: attendance, wellbeing, communication and language, phonic skills, writing skills, SPaG skills and the development of parental confidence when supporting their child's learning.

Our approach will focus on both the common challenges faced by our disadvantaged pupils but also recognises that pupils may also face individual challenges.

As a school we will intervene as soon as a point of need is identified – through assessment, diagnostic practices or analysis, for example, of attendance data. The whole school staff take responsibility for improving outcomes for our disadvantaged pupils and have high expectations for their achievement. We recognise and consider the barriers faced by our disadvantaged pupils and ensure that our approach targets all those children with those additional barriers regardless of whether they are in receipt of pupil premium funding. This is a whole school approach, diminishing as many barriers as possible, where consistency and expectations will support the development of all pupils, including disadvantaged pupils.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Attendance percentages and levels of persistent absence:</b></p> <p>Our analysis of attendance data shows that the average attendance within our pupil premium cohort is lower than expected. Within this cohort there are also some individuals who need support with problems with persistent absenteeism. A joint approach of school and families supporting pupils in attending school is continuing to be established.</p>   |
| 2                | <p><b>Wellbeing:</b></p> <p>Our pupil consultations and parent conversations have identified an increasing number of concerns regarding wellbeing difficulties and social and emotional issues for our children. These challenges impact on concentration and learning behaviours at school.</p>  |
| 3                | <p><b>Communication and Language/Phonic Skills:</b></p> <p>In the Early Years, language assessments show that many pupils are often below age related expectations for communication and language, on entry to school and for pupil premium pupils the gap is wider. It is evident through assessments and observations that pupil premium pupils need support to develop their communication and phonic skills through early intervention. In 2024, 73% of pupil premium pupils passed the year one phonic screen in comparison to 76% of non-pupil premium pupils. This gap impacts on pupil development and their confidence as readers as they progress through school. In Y3, some pupils continue to access phonic interventions and use decodable reading books.</p> |
| 4                | <p><b>Writing Skills (Spelling, Punctuation and Grammar- SPaG):</b></p> <p>Many of our pupil premium pupils are not working at the expected standard in writing. This is evident through teacher assessments and subsequent data analysis. Knowledge and application of SPaG skills are particularly a target within the pupil premium cohort.</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   |
|---|--|
| 1. The attendance levels of our disadvantaged pupils will have improved, with fewer falling into the PA category.   | Attendance for our disadvantaged pupils will be at nearer to, or in line with their non-disadvantaged peers.   |
| 2. Pupils will benefit from improved wellbeing and access to emotional health support within school, which will have a positive impact on their attainment.           | Evidence of effective systems in place to identify issues early and address issues appropriately.<br>Pupils are aware of where/how to seek help.<br>Data will show increased attainment for pupil premium pupils as they will be more receptive to learning.   |
| 3. Disadvantaged pupils will have improved phonic skills and use a wider range of vocabulary, with confidence. This will lead to increased fluency in reading.        | Most pupil premium children will pass the Y1 phonic screening test and the gap between pupil premium and non-pupil premium pupils achieving the year one phonics screen will diminish.<br>Identified gaps in learning will be addressed in 1:1 or group interventions. Phonic assessments will show an increase in the percentage of pupil premium pupils achieving. These basic skills will then be applied in daily learning activities and have a positive impact on reading. |
| 4. Pupil Premium children to make at least expected progress in writing (SPaG). Increased number of children attaining expected or greater depth standard in writing. | Data analysis shows difference diminished between pupil premium and non-pupil premium children in their attainment in writing (SPaG)<br>Identified gaps in learning will be addressed in 1:1 or group interventions.   |

## Activity in this academic year

This details how we intend to spend our pupil **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Weston Infant Academy £10,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Staff CPD<br/>- high quality staff CPD is essential.</p>   | <p>EEF 'Quality Assurance of Teachers' Continuing Professional Development' (April 2019)</p>   | <p>2,3,4</p>                  |
| <p>SENDCo<br/>- Non class based, providing bespoke CPD and expertise to staff. Identifying needs and provision by liaising with multi agencies.</p>   | <p>EEF 'Special Educational Needs in Mainstream Schools: Evidence Review' (March 2020)</p>   | <p>2,3,4</p>                  |
| <p>Intervention Leads<br/>-staff released to lead intervention groups.</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small</a> (July 2021)<br/>(EEF 'Small group tuition'-Impact +4 months)</p>        | <p>2,3,4</p>                  |
| <p>HLTA (Nurture/Behaviour)<br/>-A trained nurture and behaviour specialist to work with individuals and groups to support wellbeing and emotional health. Identified gaps in learning will be addressed in 1:1 or group interventions.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (July 2021)<br/>(EEF 'Social and emotional learning' -Impact +4 months)</p>   | <p>1,2</p>                    |
| <p>Attendance Team<br/>-Vice Principal and PP Lead to contact families to offer support and hold attendance clinics with EWO.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a> (July 2021)<br/>(EEF 'Parental engagement' -Impact +4 months)</p> | <p>1</p>                      |

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

Budgeted cost:

Weston Infant Academy £20,000

Weston Junior Academy £50,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonic and reading sessions for targeted pupils | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> (July 2021)<br>(EEF 'Phonics'-Impact +5 months)   | 4                             |
| Additional writing sessions for targeted pupils            | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_s_earch&amp;search_term=small">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_s_earch&amp;search_term=small</a> (July 2021)<br>(EEF 'Small group tuition'-Impact +4 months) |                               |

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

Budgeted cost:

Weston Infant Academy £10,000

Weston Junior Academy £20,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provision of free breakfast club for disadvantaged pupils and ensuring no PP | <i>"My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry" CEO of EEF</i> | 1, 2                          |

|   |   |    |
|---|---|----|
| pupil begins the school day hungry.   |   |    |
| Provision of free after school club for disadvantaged pupils who have siblings attending extra-curricular clubs.  | School observations have shown that pupils are more likely to attend if after school club provision is available for siblings.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extending">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extending</a> (July 2021)<br>(EEF 'Extending school time'-Impact +3 months) | 2, |
| Attendance letters and invites to attendance clinics sent out regularly. Phone calls to families offering support. EWO support to families to improve their child's attendance. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a> (July 2021)<br>(EEF 'Parental engagement' -Impact +4 months)  | 1  |
| Use of minibus to take siblings from Weston Infant Academy to Weston Junior Academy   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a> (July 2021)<br>(EEF 'Parental engagement' -Impact +4 months)  | 1  |



|  |  |     |
|--|--|-----|
| Sessions with HLTA Nurture & Behaviour specialist. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (July 2021)<br>(EEF 'Social and emotional learning' -Impact +4 months) | 1,2 |
|--|--|-----|

**Total budgeted cost:**

Weston Infant Academy £10,000 + £20,000 + £10,000 = £40,000

Weston Junior Academy £10,000 + £50,000 + £20,000 = £80,000

## 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.

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### 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 |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |