Weston St Mary Church of England Primary School

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 outcomes for disadvantaged pupils last academic year

School overview

Detail	Data
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	58.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year with a clear evaluation of the impact of the strategies used in the previous academic year).**	2023-2026
Date this statement was published	
Date on which it will be reviewed **(this should be a working document and therefore should be reviewed at least termly).**	April 2026
Statement authorised by	Abbie Muir (Executive Headteacher)
Pupil premium lead	Kate Chevli (Head of School)
Governor / Trustee lead	Andrew Woolf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,895.70
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*	£54,895.70

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allow them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the well- being of children (if this is at the heart of what we do, then this should have a positive im- pact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to learning) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches throughout the period of the strategy.

Challenges

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

Challenge number	Detail of challenge
1	Readiness for school on entry to EYFS: The majority of our eligible pupils have not attended an educational setting before joining us in EYFS.
2	Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language and breadth of vocabulary continue to be a concern across the school.
3	Many eligible pupils have limited opportunities to experience a range of cultural and social enrichment activities which in turn limits their skills, knowledge and understanding (cultural capital).
4	For some pupils eligible for PP, their emotional readiness for learning is a barrier to their progress. This is often due to personal issues and trauma/poor home learning environment.
5	Narrowing the attainment gap across the school in Reading, Writing and Maths.
6	Our attendance data over the last 3 years indicates that attendance among eligible pupils has been lower than for non-eligible pupils, particularly for pupils identified as persistent absentees.
7	Parental engagement in children's learning has been affected by school closures.
8	Assessments, observations, and discussions with pupils suggest eligible pupils generally have greater difficulties with phonics than their non-eligible peers and this is certainly the case in EYFS and Year 1. Subsequently this negatively impacts their development as readers, as well as their accessibility in other curriculum areas.

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
Improved transition into EYFS for pupils who have not attended educational setting prior to school. (1) **SDP Priority 2**	• Eligible pupils attend EYFS transition afternoons with parents. • Eligible pupils benefit from small class size on entry to EYFS, thus aiding transition into school life. • Eligible pupils settle into school quickly, developing readiness to learn.
Improved oral language skills and vocabulary among eligible pupils. (2) **SDP Priority 1**	• Assessments and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. • Lesson visits and pupil book studies provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning. • Progress for EYFS eligible pupils is in line with non-eligible pupils with increased proportion of eligible children achieving GLD.
To provide eligible pupils with a broad and varied range of opportunities and enrichment experiences which help them to know more and remember more. (3) **SDP Priority 1/2**	• Eligible pupils show increased confidence when contributing to wider curriculum • Writing outcomes will show improved vocabulary
To ensure pupils' emotional readiness for learning is not barrier to their progress. (4) **SDP Priority 2**	• Increased number of eligible pupils making expected progress based on prior attainment at the end of EYFS and KS1. • Increased number of PP children achieve GLD at end of EYFS • Increased number of children achieving EXS+ in R/W/M at KS1 and KS2

To narrow the attainment gap across the school in Reading, Writing and Maths. (5) **SDP Priority 2**	• Increased number of eligible pupils making expected progress based on prior attainment at the end of EYFS and KS1. • Increased number of PP children achieve GLD at end of EYFS • Increased number of children achieving EXS+ in R/W/M at KS1 and KS2
Sustained improved attendance for all pupils, particularly our eligible pupils. (6) **SDP Priority 2**	• Sustained high attendance by 2024/25 demonstrated by: • Overall absence rate for all pupils being no more than 4%; • Attendance of eligible pupils in line with non-eligible peers; • Persistent absence figures for eligible pupils is in line, or below that of eligible pupils nationally and in line with non-eligible pupils.
To ensure parents are fully engaged as partners in their child's education. (7) **SDP Priority 2**	• Parents fully informed about the curriculum and their child's progress • Structured conversations used to identify barriers and ways to overcome these • Pupils make expected progress based on prior attainment
To improve phonic knowledge and application for pupils in EYFS & KS1, including improved outcomes (attainment) at the end of Y1 Phonics/ Y2 Phonics re-check. (8) **SDP Priority 1**	• Increased number of eligible children achieving EXS+ in Phonics at Y1/Y2 with outcomes for eligible pupils in line with non-eligible pupils. • Improved staff confidence at delivering phonic "catch up" interventions within KS2.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,881.59

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
8	Use of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (RWI). Phonics Resources Address any vocabulary deficits early through language acquisition and phonic development. Phonics Leader Time for leadership	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. (+5 months)	**End of Spring term:** **Summer term:** **Autumn term 2026:**
5	Purchase of standardised diagnostic assessments and other resources to support high quality teaching and learning.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	**End of Spring term:** **Summer term:** **Autumn term 2026:**

	Training for staff to ensure assessments are interpreted and administered correctly, use of gap analysis to inform planning and intervention. Assessment materials, including PIRA and PUMA resources. PKC subscription and associated CPD	Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	
5	Enhancement of our reading curriculum and teaching delivery in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD. - Whole school CPD linked to approach to Reading (Within planned Inset) - Peer observations/sharing of good practice in house - Termly English Cluster with Keystone TSA - Trust English Subject Leader Termly CPD English SL coaching and mentoring staff Funding will also be used to buy high-quality texts for children to use and study from	EEF reports offer seven practical evidence-based recommendations — that are relevant to all pupils, but particularly to those struggling with their literacy. **(+6 months)** To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching. Reading comprehension strategies focus on the learners' under-standing of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identify-ing key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	**End of Spring term:** **Summer term:** **Autumn term 2026:**

5	Ongoing whole school CPD for all staff to ensure QFT (LAAT subject leaders updates, effective questioning, teaching development) - Whole school CPD linked to SDP priorities using Alex Bedford Rubrics - PP Champion to ensure PP high profile with clear focus on monitoring and review - Bespoke mentoring and coaching - CPD on the effective use of TAs - CPD on metacognition - CPD on feedback - CPD on targeted areas in mathematics - CPD on scaffolding learners in class	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. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Feedback (+6 months) Metacognition (+7 months) https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
2	Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. - Early language CPD - Peer observations - Reading/language resources	Explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. (+6 months)	

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

Budgeted cost: £10,163.40

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
5,8.	Address any vocabulary deficits early through language acquisition and phonic development. Purchasing of new phonics resources - Phonics Leader Time for structured phonics intervention	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. (+5 months)	**End of Spring term:** **Summer term:** **Autumn term 2026:**
5	Engaging with the National Tutoring Pro-gramme to provide a blend of tui-tion and school-led tutoring for pupils whose education has been most im-pacted by the pandemic. A significant proportion of the pupils who receive tutoring will be in receipt of PP, in-cluding those who are high attainers. - Year 6 Boosters - Third Space Intervention - Mathletics - Booster resources and software TA time for structured reading inter-vention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition (+4 moths) And in small groups: Small group tuition (+4 moths)	**End of Spring term:** **Summer term:** **Autumn term 2026:**
	SENDCo to lead on behaviour inter-ventions.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal	**End of Spring term:** **Summer term:**

		approaches can have positive overall effects (+ 4 months)	**Autumn term 2026:**

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

Budgeted cost: £16,850.71

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1	EYFS teacher to organise and run transition sessions to support children to develop readiness for school before entry in September. Teacher release	Birth to Five Matters outlines the importance of transitions between and within settings for Early Years children: 'When transitions in the early years are managed sensitively it lays the foundations for positive feelings towards the many other transitions children will face through life'. https://birthto5matters.org.uk/transitions/	**End of Spring term:** **Summer term:** **Autumn term 2026:**
6	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance lead/officers to improve attendance. Breakfast provision for pupils	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	**End of Spring term:** **Summer term:** **Autumn term 2026:**

4, 7, 5	SENCo to lead on pastoral support and improving the quality of Social and Emotional learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. - SEMH support for pupils/ Parents from SENDCo	Social and emotional learning interventions: **(+4 months)** EEF (Teaching and Learning Toolkit): Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	**End of Spring term:** **Summer term:** **Autumn term 2026:**
7	Increase parental engagement through workshops so that parents know how they can support their children's learning. - Parental Workshops and Family Learning workshops SENDCo to lead on the development of strong relationships with parents and families to foster trust. Use funding to release teachers to carry out structured conversations (AfA strategies) with parents to support academic achievement and highlight the opportunities available for their children.	The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes. **(+4 months)**	

3	Enrichment activities. Use of funding to allow eligible children access to unique experiences, such as a trip to a university or to visit a city or art gallery or workshops within school. Experiences such as Gala Dinner Use of funding to nurture talents and interests e.g. playing a musical instrument; singing in a school choir; sports at a higher level; participating in dance classes or archery.	We want our Pupil Premium pupils to access the full range of educational experiences. Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses. Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their peers.	

Total budgeted cost: £54,895.70

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved transition into EYFS for pupils who have not attended educational setting prior to school	*Transition afternoons ensured eligible pupils had experience of educational setting before beginning school in September. This enabled pupils to settle quickly, in line with non-eligible peers.*
Improved oral language skills and vocabulary among eligible pupils.	*All pupils made good progress in these areas. 67% of eligible pupils achieving GLD. (100% non-eligible)*
To provide eligible pupils with a broad and varied range of opportunities and enrichment experiences which help them to know more and remember more.	*Eligible pupils show increased confidence in participating in enrichment opportunities and experiences. 100% of eligible pupils attended at least one after school club and so participating in enrichment activities. All eligible pupils participated in the trips and experience days provided. They can articulate what they have learnt from these opportunities through pupil voice activities, in which eligible pupils are identified as priority pupils.*
To ensure pupils' emotional readiness for learning is not barrier to their progress	*PP eligible pupils in comparison to non-eligible:* *EXS at end of KS1:* *Reading: 67% eligible, 50% non-eligible* *Writing: 33% eligible, 50% non-eligible* *Maths: 67% eligible, 50% non-eligible* *EXS at end of KS2:* *Unable to share data as pupils may be identifiable.*
To narrow the attainment gap across the school in Reading, Writing and Maths.	*Pupils achieving ARE+: Eligible (non-eligible)* *Year 1: R 40% (66%), W 43% (100%), M 60% (100%)* *Year 3: R 43% (100%), W 43% (50%), M 50% (53%)* *Year 4: R 67% (43%), W 50% (33%), M 50% (33%)* *Year 5: R 83% (50%), W 83% (50%), M 83% (100%)*

Sustained improved attendance for all pupils, particularly our eligible pupils	*Attendance 2024-25:* *95% - eligible pupils* *96.7% non-eligible pupils*
To improve phonic knowledge and application for pupils in EYFS & KS1, including improved outcomes (attainment) at the end of Y1 Phonics	*Year 1 – 43% (67%) passed Phonics Screening test.*

To analyse performance the following were used:

- *Data from the previous academic year's national assessments and qualifications.*
- *Comparison to national averages and outcomes achieved by the school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance.*

1. We have strengthened our transition arrangements into the Early Years Foundation Stage to ensure that pupils who have not previously attended an educational setting are fully supported. Through enhanced induction activities, personalised settling-in routines, and close collaboration with families, children are able to adapt quickly to the school environment. This improved transition fosters confidence, builds positive relationships, and supports the development of key early learning skills. As a result, pupils benefit from a smoother start to their education, greater engagement in learning, and a strong foundation for future progress.
2. Targeted interventions and consistently high-quality teaching have led to improved oral language skills and vocabulary acquisition among eligible pupils. Through structured small-group sessions, explicit vocabulary instruction, and opportunities for rich dialogue across the curriculum, children are developing greater confidence in speaking and listening. This progress is evident in their ability to articulate ideas more clearly, use a wider range of vocabulary, and engage more effectively in collaborative learning. As a result, pupils are better equipped to access the full breadth of the curriculum and make sustained academic progress.
3. We have ensured that all eligible pupils are provided with a broad and varied range of opportunities and enrichment experiences. These include cultural visits, creative workshops, sporting activities, and curriculum-linked projects that extend learning beyond the classroom. Such experiences are carefully planned to deepen knowledge, strengthen understanding, and provide meaningful contexts for learning. As a result, pupils are able to know more, remember more, and apply their learning with confidence across different areas of the curriculum.

4. Through high-quality interventions and the expert guidance of the SENDCO, we have ensured that pupils' emotional readiness for learning is not a barrier to their progress. Carefully tailored support, including targeted wellbeing strategies, nurturing environments, and close collaboration with families, enables children to feel secure, resilient, and confident in the classroom. As a result, pupils are able to engage fully with learning, sustain focus, and make strong progress across the curriculum.
5. While progress has been made, further improvement remains a priority to narrow the attainment gap across the school in Reading, Writing and Maths. Targeted interventions, high-quality teaching, and carefully planned support strategies are already making a measurable difference but continued focus is required to secure sustained impact. Eligible pupils are increasingly able to access the curriculum with confidence, demonstrate improved outcomes, and sustain progress over time. Our continued focus on early identification, personalised provision, and rigorous monitoring ensures that the gap is closing and that all pupils are supported to achieve their full potential.
6. Attendance across the school is consistently above national. Leaders' actions have ensured that all pupils benefit from this upward trend, with particularly marked gains among eligible pupils. As a result, pupils are increasingly present, engaged, and able to access the full curriculum.
7. Looking ahead, leaders have established clear teaching goals and created purposeful leadership opportunities that are strengthening pupils' phonic knowledge and application in EYFS and KS1. These actions are now securely in place and are expected to lead to improved outcomes, with higher attainment at the end of the Year 1 Phonics Screening Check.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

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**

NA
The impact of that spending on service pupil premium eligible pupils
NA