

Pupil premium strategy statement – Weedon Bec Primary School

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	Weedon Bec Primary School
Proportion (%) of pupil premium eligible pupils	12% (19 pupils)
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)	2024 -2025 2025 -2026 2026 -2027
Date this statement was published	December 2025
Mid Year Review Conducted	March 2026
Date on which it will be reviewed	October 2026
Statement authorised by	J Hatt Head of School
Pupil premium lead	V Eaton
Governor / Trustee lead	Mr Joe Dunkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37 258
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	£37, 258

Part A: Pupil premium strategy plan

Statement of intent

At Weedon Bec Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. We are committed to ensuring that pupils in receipt of Pupil Premium funding are supported to achieve their full potential, including those who are already high attainers.

The focus of our Pupil Premium strategy is to narrow any attainment gaps between disadvantaged pupils and their peers, while also ensuring that non-disadvantaged pupils continue to achieve well. This commitment is more important than ever. Evidence from the Education Endowment Foundation (EEF) highlights that, following the Covid-19 pandemic, pupils from disadvantaged backgrounds experienced significantly greater learning loss than their non-disadvantaged peers—approximately one month more learning loss in reading and half a month more in mathematics. The cumulative impact of this has been equivalent to undoing around a third of the progress made over the last decade in closing the attainment gap at primary level.

We recognise that disadvantage is complex and multifaceted. Pupils may face a range of barriers to learning, reduced home-school engagement, weak language and communication skills, reduced confidence, social and emotional difficulties, behaviour challenges, and issues with attendance and punctuality. Some pupils may also experience complex family circumstances that affect their ability to flourish. There is no “one-size-fits-all” solution, and our approach is therefore responsive, flexible and rooted in robust diagnostic assessment rather than assumptions about disadvantage.

High-quality teaching is at the heart of our strategy. Research from the EEF is clear that improving the quality of teaching has the greatest impact on closing the attainment gap, while also benefiting all pupils. Our intention is that disadvantaged pupils are consistently challenged, have access to a rich and ambitious curriculum, and receive timely support where needed. Alongside this, we aim to sustain and improve outcomes for non-disadvantaged pupils.

Our Pupil Premium strategy is fully aligned with wider school improvement, including targeted academic support such as interventions, for pupils whose learning has been most affected.

While some support is targeted specifically at disadvantaged pupils, much of our provision is designed to improve outcomes for all, particularly those with overlapping vulnerabilities.

We adopt a whole-school approach, where all staff take responsibility for disadvantaged pupils' outcomes and hold high expectations of what they can achieve. We will ensure our strategy is effective by:

- Ensuring disadvantaged pupils are challenged in the work they are set
- Acting early to intervene when need is identified
- Using high-quality assessment to identify gaps and measure impact
- Ensuring staff are fully involved in the analysis of data and pupil progress

Pupil Premium funding is allocated following a thorough needs analysis, which may identify priority classes, groups or individuals. Due to limited funding, not all pupils eligible for Free School Meals will receive targeted interventions at the same time. We also recognise that:

- Not all pupils eligible for Pupil Premium funding are socially disadvantaged
- Not all socially disadvantaged pupils are eligible for Free School Meals
- Not all pupils in receipt of Pupil Premium funding have low attainment

The school therefore reserves the right to allocate Pupil Premium funding to any pupil or group of pupils identified as socially disadvantaged, where this is deemed to be in the best interests of accelerating progress and securing positive outcomes.

In line with EEF guidance, Weedon Bec Primary School adopts a three-tiered approach to the use of Pupil Premium funding:

1. Supporting high-quality teaching, including staff professional development
2. Providing targeted academic support, such as small-group and 1:1 interventions
3. Tackling non-academic barriers to learning, including attendance, behaviour, and social and emotional wellbeing

All Pupil Premium provision is aimed at accelerating progress and supporting pupils to achieve at least age-related expectations, while also enabling more able disadvantaged pupils to excel.

Since September 2022, to further support inclusion and equity of opportunity, the school subsidises the following for all pupils in receipt of Free School Meals:

- A 50% discount on educational visits and residentials, ensuring pupils have access to first-hand experiences to enrich their learning
- One free extra-curricular activity club per year or a 50% discount on peripatetic music lessons for one instrument

This strategy will remain under regular review and will evolve in response to ongoing assessment, pupil needs, and emerging research evidence.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and Language</p> <p>Assessments, observations and pupil voice indicate that a significant proportion of our disadvantaged pupils enter school with delayed speech, language and communication skills, particularly in vocabulary, listening and expressive language. These difficulties act as a barrier to early literacy, learning across the curriculum and social interaction.</p> <p>This reflects wider national evidence, with the EEF highlighting early language and communication as a key area of need for disadvantaged pupils.</p>
2	<p>SEMH</p> <p>We have identified social and emotional issues for many pupils, notably due to significant SEN, a lack of parental engagement and enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their engagement with learning.</p>
3	<p>Attainment</p> <p>Disadvantaged attainment gaps widening in maths and writing.</p>
4	<p>Access to Enrichment</p> <p>Lack of enrichment for disadvantaged pupils compared to their peers.</p>
5	<p>March update: Attendance</p> <p>On average, our attendance data shows that disadvantaged children attend school less regularly than their peers.</p>

Intended outcomes

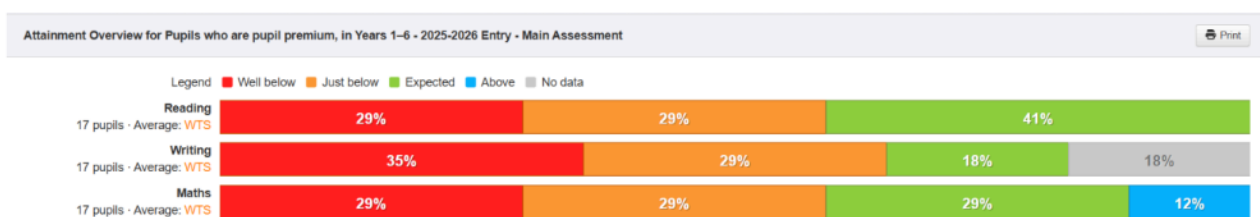
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Speech and Language</p> <p>Improved expressive and receptive language skills for disadvantaged pupils</p> <p>Increased confidence in speaking and listening</p> <p>Improved readiness for learning, particularly in early reading and writing</p>	<p>Language skills of PP children are closer to their non PP peers.</p>

Improved phonics outcomes for disadvantaged pupils in comparison to their peers.	Phonics outcomes show a closing gap between PP children and non PP children. Phonics teaching is consistently good for all children.
SEMH To support pupils' wellbeing and engagement in learning	All staff are aware of the needs of individual pupils, interventions improve well being and , there is increased engagement in school life
Attainment Improved writing and maths attainment for pupils at the end of KS1 and KS2	KS1 writing and maths outcomes show a closing gap between PP and non PP children.
Access to Enrichment	Increased access to enrichment opportunities such as clubs, peripatetic music lessons, uniform, trips.
Attendance To increase attendance of PP pupils	The attendance of PP pupils has improved thus reducing the gap between PP and Non PP attendance.

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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for KS2	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or	1,2,3

<p>NTS.</p> <p>Continue to use assessments within RWI and Speech and Language link.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Further training for all staff on RWI a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Release time for the phonic lead to monitor quality of RWI lessons and provide feedback to staff on strengths and areas of development.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor</p> <p>Reading comprehension strategies EEF</p>	2
<p>To develop pupils communication and language skills using the speech and language links programme and quality first teaching. Training for new EYFS TA to enable them to successfully deliver the programme.</p>	<p>The Speech and Language Links programme will be implemented as a targeted academic support intervention, alongside strong universal classroom Practice.</p> <p>High-quality teaching strategies will be used to reinforce language and communication skills across the curriculum. This includes:</p> <ul style="list-style-type: none"> • Staff modelling high-quality talk, vocabulary and sentence structures • Embedding Speech and Language link 	1

	<p>programme strategies in everyday classroom interactions within EYFS/KS1</p> <ul style="list-style-type: none"> • Creating a rich oral language environment to support listening and expressive skills <p>This approach is supported by the EEF Early Years Toolkit, which identifies:</p> <ul style="list-style-type: none"> • Oral language interventions as having a high impact on pupil outcomes, particularly for disadvantaged pupils • Evidence that structured, well-implemented language programmes can support vocabulary development, listening skills and spoken language, which underpin later literacy <p>The EEF also emphasises that early identification and intervention are critical, with targeted language support most effective when delivered by trained staff and embedded within high-quality teaching.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Effective professional development.</p> <p>Staff training and whole school approach on the strategies and</p>	<p>Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first</p>	1,2,3

<p>techniques of WalkThrus (Created and curated by Tom Sherrington and Oliver Caviglioli) WalkThrus programmes will build knowledge, motivate staff, develop teaching techniques, embed practice</p>	<p>teaching includes differentiated learning, strategies to support SEN/disadvantaged pupils' learning in class, on-going formative assessment and many others. At the heart of WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works. WalkThrus allow teams of teachers and their leaders or coaches to develop a shared understanding of key techniques. The shared language around WalkThrus steps and associated professional learning approaches plays a significant role in supporting people to improve their practice as problems are easier to identify and solutions are easier to define.</p>	
<p>Improve the quality of social and emotional (SEL) learning through the Thrive approach and PSHE curriculum. Additional TA trained as a Thrive practitioner this academic year. Lead Thrive practitioner trained this academic year. Further training delivered to all staff on principles of Thrive approach, signs of dysregulation and restorative conversations. SEL approaches will be embedded into routine educational practices</p>	<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): Improving Social and Emotional Learning in Primary Schools EEF https://www.thriveapproach.com/impact-and-research</p>	2

and supported by professional development and training for staff.		
To increase access to enrichment Staff to allocate time to advertising enrichment opportunities.	 67a614f50d1d776cdb401fe9_e395...	4
To improve the attendance of PP pupils by building strong relationships with pupils and families. FSW to meet with parents, signpost helpful strategies and support groups. Close monitoring of attendance for disadvantaged pupils, meetings and interventions.	https://www.thriveapproach.com/impact-and-research https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance  Supporting School Attendance - Re... Attendance improves when schools build a holistic understanding of pupils and families needs, when a culture of community and belonging is built, communication is effective and targeted interventions supplement universal provision	3,4, 5

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning using the THRIVE Programme, our PSHE curriculum, assemblies and training for external agencies	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_Learn.pdf(educationendowmentfoundation.org.uk)	3

such as MHST, SEN Specialist teachers etc SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Specialist support given to targeted children by the Thrive practitioners and MHST practitioners.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Speed sounds and Word fluency (levelling up)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics	3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a whole school approach to mental health and Wellbeing using the principles of the Thrive approach.	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.	2,4

Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,4
Funding activities like Music Lessons / School trips to give children experiences their peers have.	To help support pupils feel included and have the same opportunities as their peers. This also helps build relationships with families. Arts participation EEF	2,4
Support for uniform costs.	While evidence is not strong, the social impact of children feeling included and fitting in, is important to reduce feelings of difference and matched aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	2,4
Attendance New mechanisms are in place to identify, support challenge, monitor and improve attendance	Statistics show a direct link between under-achievement and absence below 95% Regular attenders make better progress, both socially and academically. Regular attenders find school routines, school work and friendships easier to cope with.	1,2,3,4

Total budgeted cost: £37,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil voice indicates that disadvantaged children feel part of our school community. They talk positively about: the inclusivity of our school; opportunities for being part of the School council, Eco warriors or monitors (such as library/assembly); the wide range of clubs and opportunities for music and our school trips.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. The Trust Family Support Worker and Thrive practitioners provide support and guidance for of our Pupil Premium children/families in the following ways:

Support and/or guidance offered	Number of pupils
Thrive/SEMH/Wellbeing sessions	23
Advice for families	12
Parental classes	5
School nursing team	1
MHST	2
EHAs	2
CIN/CP	2

This last academic year, PP families have moved between tiers of support depending on successful progress or identification of increased levels of need.

Advice for families (including EHAs) have addressed child and family concerns via wellbeing sessions, parenting support and guidance, signposting and access to programmes and classes available face to face and/or online. This resulted in successful completion of actions within the EHAs and effective progress (with both being closed within the academic year) , alongside improved engagement with learning and attendance.

Further support provided to families included distributing HAF vouchers, FSM vouchers during school holidays, food bank parcels and household fund vouchers, signposting to parenting classes around behaviour management, wellbeing, emotional regulation and social skills.

Interventions targeting core subjects, physical and sensory development were carried

out last academic year . The table below shows the number of pupil premium pupils who received this support.

Interventions	Number of PP pupils
Reading/phonics	18
Speech and Language	5
Writing	18
Maths	18
Fine/gross motor development	2
Physio and/or Sensory Circuits	2
Self care	1

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
TT Rockstars and Numbots	Maths Circle
White Rose Maths	White Rose Maths
Literacy Shed Plus	Literacy Shed
Read Write Inc	RWI Ruth Miskin
Nessy Reading and Spelling	Nessy Learning
Hairy Reading	Nessy Learning
Writing Bench	Nessy Learning
Dyslexia Quest	Nessy Learning

Further information (optional)

Other uses of the funding are as follows (this list is not exhaustive and is subject to change if needs arise):

- Supporting, offering guidance and training for parents
- Supporting and teaching children with specific needs linked to mental health and social skills
- Working with outside agencies for the benefit of our families and the children.
- Additional 1:1 / class TA targeted support
- Small group interventions with an experienced teacher, HLTA or TA
- Training of staff (e.g.RWI, Maths, Thrive, Speech and Language, first aid, ASD, ADHD, Team Teach, Play development, fine/gross motor, WalkThrus)
- Purchasing of specific mathematical practical equipment
- 1:1 reading support
- Thrive practitioners delivering 1:1 and group social skills interventions
- Subsidised trips and residentials £811
- school uniform £191.84
- Music subsidy £518
- Club subsidy £371

ATTENDANCE

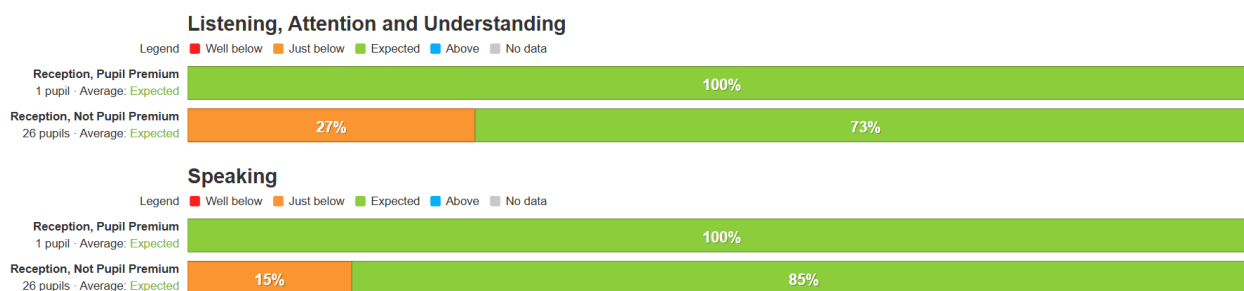
Pupil Premium attendance increased slightly from the previous academic year 90% - 91.36% (but is still lower when compared to non PP - 95.47%)

March 2026 Mid-Year Review

Challenge One: Speech and Language

Barrier	Action	Desired Impact
Many PP pupils enter school below age-related expectations in communication/language acting as a barrier to literacy.	<p>Purchase diagnostic assessments, fund staff training for RWI and Speech/Language links.</p> <p>Speech and Language Sessions delivered once a week by TA in reception/KS1.</p> <p>Early language boost delivered 3 times a week within pre-school/parents provided with books to deliver at home also.</p>	100% of PP pupils (equates to 1 pupil) meet 'Expected' in 'Listening, Attention and Understanding' and 'Speaking' by the end of Reception, closing the gap to national.

Spring 2 Data:



Challenge Two: SEMH needs

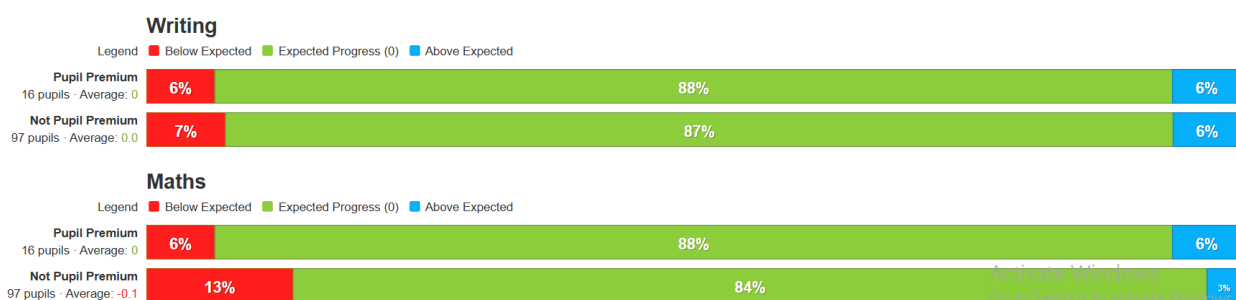
Barrier	Action	Impact
<p>SEMH impacts readiness for learning.</p> <p>17.2% of Pupil Premium pupils also have SEN.</p>	<p>Continue to implement the Thrive approach; trained Thrive and MHST practitioners providing 1:1 and group support.</p> <p>MHST provides staff training, pupil/parental workshop on wellbeing.</p> <p>Pupils work with Family Support Workers (and outside agencies if needed) who provide a range of support options for pupils and families to improve wellbeing and home-school engagement.</p> <p>March Update: The school is seeking ParentKind's Parent Friendly School Accreditation to improve home-school communication and engagement,</p>	<p>100% of PP pupils have a completed Thrive profile with individual targets.</p> <p>Thrive profiles show improvement in readiness for school over time as a result of interventions.</p> <p>Pupils are ready for school, seen in improved attendance and reduced wellbeing concerns or behaviour incidents.</p>

	allowing us to work with parents to support SEMH needs - launching Summer term.	Achieve Standard Parent Friendly School's Award by July (40%)
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Challenge Three: Attainment in Maths and Writing

Barrier	Action	Impact
Attainment gaps are widening in maths and writing. Data shows 35% of PP are "well below" in writing and 29% "well below" in maths.	<p>Quality First Teaching (QFT) via WalkThrus and Maths Hub Mastery training.</p> <p>Introduce standardised testing to inform teacher judgement and ensure high expectations for PP pupils.</p> <p>Additional small-group targeted maths and writing sessions delivered by teachers.</p> <p>Use of Insight to regularly review or analyse data with school staff, trust leadership and the Local School Committee</p>	80% of PP pupils who receive targeted support achieve their individual progress targets by the end of the year.

Autumn Data Progress from Summer Term:



Standardised testing

This has allowed for early indication of additional needs and has allowed staff to identify gaps in attainment for individual pupils. This identification also allows for support with interventions and for closer monitoring of pupil progress and ensures teachers have high expectations for PP pupils. The impact of this has been discussed at Local School Committee level.

Challenge Four: Access to Enrichment

Barrier	Action	Impact
Reduced involvement in enrichment activities from Pupil Premium children	Subsidies for uniform (£191.84 spent) and clubs (£371 spent) to reduce "visibility of disadvantage". 50% discount on residential/trips; one free extra-curricular club or 50% music lesson discount.	Ensure no PP child is "left behind" in school life due to financial barriers. 100% of PP pupils participate in at least one residential or educational visit annually.

Challenge Five: Attendance

Barrier	Action	Impact
PP attendance is lower than non-PP peers, leading to missed learning cycles.	Use of Trust Family Support Worker for Family Help support. Individual attendance plans to be created for pupils with SEMH needs (including EBSA) To be introduced in Summer term	Close the attendance gap with non-PP peers, aiming for a PP baseline of 93%+.

March Attendance Data:

