

# Pupil Premium Strategy Statement

## Weare C of E Academy First 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Weare C of E Academy First School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Chelsey Dover Headteacher
Pupil premium lead	Heather Cooke
Governor / Trustee lead	Michelle Case

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,541.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,541.25

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant introduced in April 2011 is provided by the Government in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their more affluent peers.

Schools also receive funding for children who have been looked after continuously (LAC) for more than six months, and children of service personnel. It is for schools to decide how their Pupil Premium allocation is spent as they are best placed to assess what additional provision should be made for individual pupils.

At Weare C of E Academy the percentage number of pupils in receipt of pupil premium funding is below the national average. Our school is located within a small, rural village with the majority of children living within the village catchment or in nearby villages.

The percentage size of Pupil Premium children being so low, in turn raises challenges for teachers to consider when comparing data outcomes of PP and non-PP children on roll. PP children make up 13% of the whole school cohort compared to 87% non-PP.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and feel successful in their attainment across all subject areas. The focus of our pupil premium strategy is to support any pupil that is at risk of educational disadvantage

Quality-first teaching is at the heart of our strategy, with a focus on areas in which our pupils require the most support. Our commitment to ensure all teachers are equipped to adapt learning is crucial. Our approach will be responsive to diagnostic assessment and structured conversations. The approaches we have adopted complement each other to help pupils excel and thrive. To ensure they are effective we will:

- prioritise our pupils' emotional needs, so that they have positive attitudes for learning such as positive self-esteem, resilience and relationships.
- adopt a whole school approach in which all staff recognise their role in working together to maintaining high expectations for all.
- make certain that needs are accurately diagnosed, and all pupils are challenged.
- act early to intervene when need is identified
- rigorously monitor pupil progress to ensure provision is effective

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment Gap in Writing</b></p> <p>Data from 2023-2024 indicates that writing attainment is significantly lower among pupil premium and disadvantaged pupils in comparison their peers. Internal assessment and monitoring indicate that the key barriers to pupil progress in writing are:</p> <ul style="list-style-type: none"> <li>• Handwriting and fine-motor development</li> <li>• Stamina</li> <li>• Spelling</li> </ul>
2	<p><b>Engagement in extra-curricular activities</b></p> <p>Participation in extra-curricular activities is lower across the school for pupil premium than non-pupil premium and disadvantaged pupils.</p>
3	<p><b>Extending our reach to all members of the School Community</b></p> <p><del>Widen reach across the school community through</del> increased <del>Engagement relating to attendance information</del> parent workshops and class and whole school events. <del>shows that some families have limited engagement with the school community.</del></p>
4	<p><b>Phonics</b></p> <p>The Unlocking Letters and Sounds Phonics Scheme was introduced in Autumn 2024. It is essential that as the school embeds this new scheme, all pupils continue to have access to high quality phonics lessons, timely intervention and appropriate reading books. Research from the <a href="#">EEF toolkit</a> indicates that effective phonics provision can be particularly important for disadvantaged pupils, many of whom receive similar or slightly greater benefit from phonics interventions and approaches.</p>
5	<p><b>Social, Emotional &amp; Mental Health</b></p> <p><a href="#">Evidence suggests</a> that children from disadvantaged backgrounds have, on average, weaker Social &amp; Emotional Learning skills at all ages than their more affluent peers. Lower Social &amp; Emotional skills are linked with poorer mental health and lower academic attainment.</p> <p>Monitoring of provision shows that many of our disadvantaged pupils have accessed and benefited from additional support relating to SEMH (such as ELSA, social skills intervention etc.).</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. To improve outcomes in Writing in KS1 & KS2	End of year outcomes show that the gap between disadvantaged and non-disadvantaged pupils At/Above the expected standard in writing is reduced, demonstrating a positive upward trend.
2. Increased pupil engagement in extra-curricular activities	A wider range of extracurricular activities will be offered for all pupils and equitable opportunities to access extracurricular clubs, trips, residential and enrichment activities regardless of access to funds. Through tracking participation in enrichment rewards and celebration will build a strong sense of belonging for every child.
3. Increased parental engagement to support attainment across the curriculum.	There will be an increase in the number of families regularly engaging with parental workshops and class/whole school events. Attendance at Parents Evenings will increase and every child will have an active family member on the Class Dojo platform. Parental Surveys will show that parents feel involved in school-life and report positive home-school relationships.
4. All children in Year 1 to pass the phonics screening check	KS1 Phonics Screening outcomes show that all Year 1 children pass the phonics screening check. The impact of intervention and support will increase.
5. Pupils feel safe and happy coming to school. They are well supported and have positive relationships with staff and peers. As a result, there is increased pupil engagement and progress.	Pupil and parent survey results show that all pupils feel safe and happy coming into school; feel well supported; and have positive relationships with staff and peers. Pupil outcomes show a positive upward trend across the curriculum, as does pupil attendance.

## 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.

**Quality First Teaching** Budgeted cost: £7,000.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the effectiveness of Unlocking Letters and Sounds phonics programme (English Hub) through continuity of approach from EYFS to KS1	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. <a href="#">EEF Phonics</a> <a href="#">Supporting-the-attainment-ofdisadvantaged-pupils DfE</a>	1, 4
Teachers and Support Staff are trained to use adaptive teaching as part of everyday teaching and learning	Adapting to different learning styles and needs supports learning through effective professional development. <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> WLT Focus – to teachers and support staff (CPD)	1, 4, 5
Teachers receive CPD across the academic year on specific Teaching WalkThrus	The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms: <a href="#">Characteristics of Effective Teacher Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Teachers receive CPD on diagnostic assessment strategies which can be applied across the curriculum	Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. <a href="#">EEF Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 4, 5
Talk Boost strategies are in place as part of the universal offer and the intervention programme is delivered to targeted pupils.	EEF suggests that oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5

## Targeted academic support

Budgeted cost: £7,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA deployment to support in class – support planned by the class teacher (Classes to have TA to support learning in class and through intervention)	When intervention is targeted to support next steps it will accelerate progress. <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4, 5
1:1 Precision Teach Phonics Interventions	Targeted 1:1 phonics interventions improve decoding skills more quickly for pupils who have gaps or have experienced barriers to learning. <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Mastering Number Boolean Intervention	A professional, personal and effective relationship built between staff member and PP child to listen to their needs, provides encouragement and advice.  For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 4, 5
Develop Interactive Reading Provision through Guided Reading in EYFS & Y1	There is strong evidence that interactive reading can improve language and communication in the early years. <a href="https://www.educationendowmentfoundation.org.uk/eef-communication-and-language">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a>	1, 2, 4
Develop Whole Cass Reading provision to include teaching of specific Reading comprehension strategies from Year 2 – Year 4	The explicit teaching of comprehension strategies can support pupils who have gaps or have experienced barriers to learning to catch up. <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Purchase new Library books to ensure that high quality 'reading for pleasure' texts are available for every child to take home.	On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
High-quality, effective feedback through pupil conferencing	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. <a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	

## Wider strategies

Budgeted cost: £8,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure a member of staff is ELSA trained and available to support pupil's wellbeing through the explicit teaching of social and communication skills that support emotional development.</p> <p>ELSA 3 x children per term (anticipated 9 per year)</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).</p> <p>Professional, personal and an effective relationship built between staff member and pupil to listen to their needs, provide encouragement and advice</p> <p><a href="#">EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-pupils DfE</a></p>	3,5
<p>PE Provision and staff CPD from External Coaching service (Kings Fitness and Leisure)</p>	<p>Access to high quality PE provision is likely to have wider benefits such as physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 5
<p>Financial support for families. To include: proving a contingency fund for acute issues, contribute towards school uniform, breakfast club provision, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning and sport) and transport to swimming lessons (KS2)</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. By working with families who require some financial support to cover resources and opportunities, we ensure pupils are ready to learn and are well supported for schooling.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3
<p>Teachers provide lunchtime clubs to cover a range of subjects and areas of interest across the curriculum.</p>	<p>Hosting clubs within the school day ensures that every child has an opportunity to participate in an extra-curricular activity. Participation in creative clubs, such as ones involving art or design, have been shown to have a positive impact on attainment across the curriculum.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4, 5

<p>A wide range of after school extra-curricular activities are offered and financial support is available to support pupils from disadvantaged backgrounds.</p>	<p>Children have positive experiences at school that promote healthy life styles and well-being.</p> <p>Children are not disadvantaged due to the cost of opportunities</p> <p><a href="#">Extra-curricular Inequalities - Sutton Trust</a></p>	<p>1, 3, 5</p>
<p>Host events throughout the year to provide opportunities for parental engagement with pupils' learning, such as: half-termly Curriculum Events, phonics workshops, parent information evenings for each class etc.</p>	<p>Increased parental engagement has been shown to have a positive impact on pupil progress and outcomes.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Termly parental communication is sent out via Class Dojo and the bulletin offering support and guidance for parents to support their children with home learning.</p>	<p>Parental engagement with home learning is most effective when parents have been provided with practical strategies with tips, support, and resources to assist learning at home.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 4, 5</p>

**Total budgeted cost:** £22, 541.25

## 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 2023 to 2024 academic year.

All PP funding was carefully targeted at narrowing the gap and to benefit children across all areas of well-being and learning. School improvement focused on the delivery of quality first teaching and precise intervention to help accelerate learning. Pupil well-being continues as a focus for transition through the Wessex Learning Trust and nurture provision (ELSA and The Space play therapy) has supported the moral and well-being of our disadvantaged pupils. Our educational enrichment opportunities have made a positive impact for our disadvantaged pupils.

### 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
NCETM Recovery Maths I CAN	NCETM
Mastery Maths Resources	Boolean Maths Hub
TT Rockstars and Numbots	Maths Circle
Unlocking Letters and Sounds	Unlocking Letters and Sounds
Talk Boost	Talk Boost

### Further information (optional)

Pupil Premium and recovery premium, whilst making a significant contribution to the strategies outlined below does not necessarily meet the totality of the cost for each individual aspect of this plan. The difference is met from general annual grant school funding.