WESTON POINT
PRIMARY ACADEMY

STRIVE FOR EXCELLENCE

Pupil Premium Strategy

2023-2026

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery 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 (UPDATED SEPT 2025)

Detail	Data
School name	Weston Point Primary Academy
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024 September 2025 September 2026
Statement authorised by	Governing Body
Pupil premium lead	Helen Thompson/Jake Everson
Governor / Trustee lead	Mary Farmer

Funding overview

Detail	Amount		
	2023-24	2024-25	2025-26
Pupil premium funding allocation this academic year	£69840	£53280	£37875
Recovery premium funding allocation this academic year	£8555	0	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£1455	0	0
Expected 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	£76940	£53280	£37875

Part A: Pupil premium strategy plan

Statement of intent

Weston Point Primary Academy is committed to ensuring that all pupils strive for academic excellence and have opportunities for strong personal development. At Weston Point we want to ensure that children are motivated, confident and aspirational and develop into lifelong learners that can contribute successfully to society. Our vision is that every child can meet their full potential in an inclusive environment and we strongly believe that disadvantage should not be a barrier to that. We are determined to have high expectations of all children.

Our objectives are to:

- Improve academic progress and attainment in line with national expectations for children and narrow the gap between disadvantaged and non-disadvantaged pupils in reading, writing, mathematics and phonics across the school.
- Provide high-quality targeted support for children who are not achieving in line with national averages or who are not making expected progress.
- To address barriers to learning so that children can reach their full potential. These barriers include poor attendance, difficulties with social, emotional and mental health and delayed speech and language.
- Ensure that parents have the support and knowledge to work in partnership with the school to support children's learning and barriers are addressed.
- Enhance the cultural capital of children who are disadvantaged through enrichment and wider opportunities that extend beyond the curriculum.

This strategy is closely linked to our School Development Plan. Ensuring excellent teaching and learning is at the centre of our approach for all our children and is integral in closing the gap between our disadvantaged and non-disadvantaged children.

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Challenges

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

Challenge number	Detail of challenge
1	To close the gap in attainment in reading, writing and maths across the school
2	Speech, Language and Communication needs across the school leads to delayed language skills
3	There is an increasing number of disadvantaged pupils who face difficulty with SEMH in managing their emotions and behaviour, and have difficulties in building and maintaining relationships with peers throughout the school. These children require additional support to improve their readiness to learn and contribute effectively. 80% of children in the school with Mental Health referrals are disadvantaged children
4	Attendance data at the end of the 2022-23 academic year showed whole School Pupil Premium chn's attendance was lower that Non Pupil Premium chn by 4.4 %. This was a widening gap. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' attainment and progress.
5	Parental engagement in supporting children's learning is low
6	Gaps that remain in learning from Covid have impact on children reaching age-related expectations
7	Financial difficulty to support children's wider opportunities

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 improve teaching and learning of phonics	Phonics outcomes are in line with national expectations and pupil progress is good from individual starting points. Disadvantaged children move closer to achieving the national expectations in the phonic screening check.
To improve pupil outcomes in reading, writing and maths across the school for all pupils	Attainment for children across the school is in line with national averages at KS2 for reading, writing and maths and children make good progress from their starting points. Disadvantaged children move closer to achieving expected standards in line with national averages in reading, writing and maths. Disadvantaged children in Reception move closer to national expectations for GLD

<table>
<tr><th></th><th></th></tr>
<tr><td>To ensure all pupils develop SEMH awareness and skills to enable them to access learning in school effectively and efficiently.</td><td>Identified pupils receive high quality pastoral support that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning
Improved well being and readiness to learn is evident for identified children through
Improved attainment
Reduction in frequency of poor behaviour/ lack of regulation
An increase in participation in enrichment activities for targeted pupils.</td></tr>
<tr><td>To improve attendance for all pupils with a particular focus on improving attendance of vulnerable groups</td><td>Pupil attendance is good and disadvantaged children’s attendance is improving.
the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers diminishing</td></tr>
<tr><td>To improve family engagement with school and forge strong partnerships that enable all pupils to achieve their best in all aspects of school life.</td><td>Family engagement with school related to children’s learning, behaviour and progress is good with100% engagement in parent night consultations.
The proportion of parents able to actively support pupils at home increases due to the offer family learning opportunities in school eg. Workshops for curriculum areas, access to phonic portal, high quality home reading systems and books</td></tr>
<tr><td>Disadvantaged children to be supported financially with trips and visits to ensure that they are exposed to culturally rich opportunities and have equal access to enrichment within the curriculum</td><td>All children, including disadvantaged, to have wider opportunities that deepen their cultural capital through curriculum enrichment, including attendance at clubs, visits, trips and through a knowledge rich curriculum</td></tr>
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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: Academic year 25-26 = £5381.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the use of Wellcomm across the school to improve Speech, Language and Communication. *(TAs salary including on costs reflective of Time spent on Speech and Language support)* *3 x week 30 mins per child -average 3 per term* £19.10 per hour – 4.5 hours per week – £85.95 39 weeks per year £3504.15	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. EEF Toolkit- Oral Language interventions (+6) EEF Toolkit- Teaching Assistant interventions (+4) EEF Toolkit- Small group tuition (+4)	2
To improve reading comprehension school with Reading Plus *£1877 yearly subscription*	Effective teaching of comprehension has a positive impact on developing understanding across all curriculum areas. EEF Toolkit- Reading comprehension strategies (+7)	1 6

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

Budgeted cost: Academic year 2025-2026= £14897.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Teaching Assistant Hours to deliver small group and targeted 1:1 support in phonics 4 afternoons per week *£152.80 4 x 2 hours per week 1:1 tutoring* *£5959.20 per year* *(TAs salary including on costs reflective of Time spent on phonics intervention throughout the school)*	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: EEF Toolkit- Phonics (+6) EEF Toolkit- Teaching Assistant interventions (+4)	1 6
Use Teaching Assistant Hours to deliver small group and targeted 1:1 support in core subjects 4 x 90 mins 6hours - £19.10 x 6 = £114.6 x 39 = 4469 x2 TAs £8938 KS2 *TA salary including on costs reflective of time spent on core subject interventions*	Teaching assistants can provide a large positive impact on learner outcomes. Small groups or individuals has a higher impact than whole class deployment. EEF Toolkit Teaching Assistant Interventions (+4months)	1 6
	EEF Toolkit – 1:1 tuition (+5) EEF Toolkit- Small group tuition (+4)	1 6

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

Budgeted cost:
Academic year 2023 – 2024= £17495

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH provisions and interventions to provide support and consistency across classes. 1:1 and small group interventions ELSA, Sensory Circuits, Social Stories, Social Skills, THRIVE, pastoral care *£17045 (TAs salary including on costs reflective of half week,)*	Both targeted interventions and universal approaches can have positive overall effects: EEF Toolkit- Behaviour interventions (+4) EEF Toolkit-Social and Emotional learning (+4)	3
Subsidise school trips and visits *£450*	Trial Project EEF based on trip out boosts writing by 9+ months	All

Total budgeted cost: 2025-2026=£37773.35

Part B: Review of outcomes for academic Year 2024-25

Pupil premium strategy outcomes

Phonics

Cohort of 9 children – 6 out 9 children passed phonics screening 67% compared to National 80%. Each child was worth 11%. All three children had 1:1 tutoring daily. One child is on the pathway for ASD and has significant learning difficulties. One child is potential dyslexic and one child is on the pathway for ADHD and had attendance issues. There was one disadvantaged child and they passed the phonic screening.

In year 2 78% of children passed compared with National 91% This was two children, both who have moved now to Base Provision due to significant needs. Neither were disadvantaged.

Reception outcomes 24-25

Reception 2024-25 8 children	**Reading**	**Writing**	**Number**	**GLD**
1 PP children ch	0	0	0	0
7 non PP ch	100%	71%	100%	71%
Cohort 8 ch	88%	63%	88%	63%

Cohort overview- National GLD – 69% School was 63% - Caution needs to be had of the data as it is small data sets due to only 8 in last years reception cohort meaning each child was worth 13%. Speaking in numbers we were one child away from being above national for GLD and we had 5 out of 8 achieve GLD.

In Reception one child out of a small cohort of 8 children was Pupil Premium and did not meet the expected standard, compared to 5 out of 7 non Pupil Premium children. This child had significant barriers to learning and long-term persistent absence. Due to the small cohort numbers, each child was worth a high percentange (13%). The National result for GLD was 69% so we were one child short of reaching the national.

<u>Year 1 outcomes 2024-25</u>

Year 1 2024-25	**Reading EXP+**	**Reading GD**	**Writing EXP+**	**Writing GD**	**Maths EXP+**	**Maths GD**	**RWM Combined EXP+**	**RWM Combined GD**
1 PP child	100%	0	100%	0	100%	0	100%	0
8 non PP ch	63%	0	63%	0	75%		50%	
Cohort 9 ch	67%	0	67%	0	78%	0	56%	0

In Year 1 the cohort was 9 pupils. Caution with viewing data sets with such low numbers as each child in the cohort represents 11%. 1 child in Year 1 was Pupil Premium and was combined expected.

<u>Year 2 Outcome 24-25</u>

Year 2 2024-25 9 ch	**Reading EXP+**	**Reading GD**	**Writing EXP+**	**Writing GD**	**Maths EXP+**	**Maths GD**	**RWM Combined EXP+**	**RWM Combined GD**
2 PP children	100%	50%	100%	0	50%	50%	50%	0
7 non PP	43%	0%	43%	0	57%	0%	47%	0
Cohort	55%	11%	56%	0	55%	11%	43%	0

There were 2 children who were Pupil Premium out of 9 children. Out of them, one child achieved expected in reading and the other achieved Greater Depth. Both children achieved expected in writing and in Maths one child achieved Greater Depth, while the other child was working towards the expected standard. That resulted in one pupil premium child achieving combined for expected. Each child was worth 11% so percentages are to be viewed within this context. 2 non pupil premium children had significant SEND, both with EHCPs.

Year 3 outcomes 24-25

Year 3 2024-25 16	Reading EXP +	Reading GD	Writing EXP+	Writing GD	Maths EXP+	Maths GD	RWM Combined EXP+	RWM Combined GD	GPS EXP +	GPS GD
3 PP children	100 %	67%	33%	0	100%	33%	33%	0	100%	33%
10 non PP All	92%	38%	62%	0	70%	8%	54%	0	85%	23%
Cohort Mainstrem	94%	44%	56%	0	76%	13%	50%	0	88%	25%

There were 13 children in the Year 3 cohort with 3 of these being Pupil Premium Pupils. Out of these, in reading one child achieved the expected standard with the other two children achieving Greater Depth. In writing, one pupil premium child achieved the expected standard. The other two children were working towards the expected standard. In Maths, two pupil premium children achieved the expected standard and one achieved Greater Depth. One of the three pupil premium was combined. Pupil Premium children out-performed non pupil premium children in reading, GPS and maths.

3 children with SEND and all GD in reading, 2 out the three achieved expected in writing and 2 achieved expected in maths while 1 achieved GD in maths. 3 out of the 4 achieved expected or above combined

Year 4 outcomes 24-25

Year 4 2024-25 12 ch	Reading EXP +	Reading GD	Writing EXP+	Writing GD	Maths EXP+	Maths GD	RWM Combined EXP+	RWM Combined GD	GPS EXP +	GPS GD
4 PP children	75%	50%	75%	0	50%	0	50%	0	75%	0

8 non PP All	88%	75%	88%	13%	88%	13%	88%	0	88%	50%
Cohort Mainstrem	84%	67%	83%	8%	75%	8%	75%	8%	83%	33%

In Year 4, there were 4 children out of 12 who were pupil premium. In reading, one pupil premium child was expected, 2 Greater Depth and one working towards. In writing, 3 out of 4 pupil premium children were expected with 1 child working towards and in Maths, 2 out of 4 pupil premium children were expected with two working towards. Although non-pupil premium children out-performed pupil premium children in all areas, pupil premium children performed well in reading and writing.

Year 5 outcomes 2024-25

Year 5 2023-24 12 ch	**Reading EXP+**	**Reading GD**	**Writing EXP+**	**Writing GD**	**Maths EXP+**	**Maths GD**	**RWM Combined EXP+**	**RWM Combined GD**	**GPS EXP+**	**GPS GD**
10 PP children	70%	10%	30%	0	40%	10%	30%	0%	50	0
2 non PP All	100%	0%	50%	0	100%	0%	50%	0	50%	0
Cohort Mainstrem	75%	8%	33%	0	50%	8%	42%	0	50%	0

In Year 5 there were 12 children. Out of these 10 were pupil premium. 7 achieved EXP plus with 1 achieving GD in reading. 3 achieved expected in writing. 5 achieved EXP plus in maths with 1 achieving GD.

Year 6 Outcomes 2024-25 included reported data with Resource Base Provision Included and Mainstream only

Year 6 – 16 pupils all 12 pupils mainstream and 4 Base, 3childen in Base pupil premium and 2 children in mainstream pupil premium

Year 6 2024-25	Reading EXP +	Reading GD	Writing EXP+	Writing GD	Maths EXP+	Maths GD	RWM Combined EXP+	RWM Combined GD	GPS EXP +	GPS GD
2 PP children mainstream	0%	0%	50%	0	50%	0%	0%	0	50 %	0%
3 pp PP BASE	0%	0%	0%	0	0%	0	0%	0	0%	0%
10 non PP Main Stream without Base	70%	10%	70%	0	40%	0	40%	0	50%	0%
Cohort Mainstrem	58.3% 6 exp	8.3% 1 GD	67% 8 exp	0	42%	0%	33.3%	0	50%	0%
Cohort incl Base	44%	6.2%	50%	0	31.2%	0%	25%	0	38%	0%
National	75%	33%	72%	13%	74%	26%	62%	8%	73%	30%

In Year 6 there were 16 children including the Resource Based Provision and 12 mainstream.

12 in mainstream means each child worth 8%.

We had 5 Pupil Premium children in Year 6. Three of these children were in the Resource Base,

Outcomes in Reading across the school

From the above data sets it can be seen that in Year 1,2 and 3 Pupil Premium children out-performed non-Pupil Premium children at the expected standard in reading in mainstream and at GD in Year 2 and 3 also. In Year 5, Pupil Premium children out-performed non-PP children at Greater Depth.

70% of PP children in mainstream from R -Yr6 reached age-related or above in reading compared to 69% on non-PP children, showing a slight out-performance between the attainment of disadvantaged children over non-disadvantaged children across the school in reading at the expected and above standard.

It can be seen that the implementation of Literacy Tree has been successful for Pupil Premium children and that the allocation of a teaching assistant funded through Pupil Premium money working with children 1:1 and small groups has continued to have been successful. Targets for the coming year would be to move all children, including Pupil Premium children, closer to national standards, and improve the number of children reaching Greater Depth. The continuation of funding Teaching Assistant time to be dedicated to supporting 1:1 phonics will continue next year and Reading Plus to be embedded to continue further improvements in comprehension.

Outcomes in Writing across the school

It can be seen that in 4 year groups out of 7, PP children out-performed non-PP children. In one class, where writing at Expected was below for PP children, in actual pupil. Therefore, in pupil numbers 14% of 7 children compared to 25% of 4 children, in fact equated to one pupil. in pupil numbers this was comparable data, with one PP child and one non-PP child each reaching the expected standard in writing.

The other two classes had less success with outcomes for pupil premium children. In Yr 4, out of the 7 PP children, 4 also had SEND, and in the Year 3 class, two thirds of PP children had SEND. The Year 3 and 4 class had disruption with temporary supply staff, so data can be viewed to have been impacted by this.

38% of PP children in mainstream from R - Yr6 reached age-related or above in writing compared to 50% on non-PP children.

Moving writing towards national standards is priority for the next academic year for all children. As writing across the school is not in line with national standards, funding for classroom assistants to work with small groups and 1:1 will not be allocated the next academic year, as this strategy did not drive-up standards as expected. Teaching assistants will move back into the classroom to support with writing as guided by the class teacher supporting learning in the moment and working with children 1:1 and small groups as identified. We expect to see impact on writing as Literacy Tree embeds across the school.

Outcomes in Maths across the School

In 4 out of 7 year groups, PP pupils out-performed non-PP pupils with allocated teaching assistant time through PP funding. 50% of PP pupils reached age-related or above in Maths from Reception to Yr 6 compared to 54% on non PP pupils.

Power Maths will not be continued due to moving to mixed age classes, and the maths scheme will move to a different scheme after a review of maths curriculum. Allocated funding for 1:1 and small group will not continue in respect of results. Instead, funding will be allocated for a classroom assistant to work within the classroom to support on the spot learning and to work with 1:1 and small groups as identified in the moment.

Attendance Outcomes 2024-25

School 95,4%

Local Authority

National Average

PA 8.6%

Overall attendance was above both the National

And Local Authority.

We were in the top 25% of similar schools in the country for our attendance at the end of last academic year.

Key Data:

	School Current	School this time last year
Whole School Attendance	96%	97.6%
Number of Persistent Absentees	9 children	7 children

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At the end of the last academic year we had overall attendance at **95.4%** with the National being **94.8% for primary schools.**. The national persistent absence rate in primary schools was **13.5**% at the end of the last academic year. We were significantly below this at 11.6**%** and are proud of our achievements with attendance.

Attendance by Pupil Characteristics

	School	National
Free school meals	92.5	89.4
Non-free school meals	96.3	94.6
EHCP	93.3	86.3
SEN	94.5	89.6
NO SEN	95.5	94
Boys	95.3	93.2
Girls	94.8	93.1

In every area our attendance was better than national, including different groups of pupils

All groups of pupils out-performed national statistics of pupils' attendance rates. PP pupils attendance is 4.9% Non-PP children, so this continues to be an area of focus for the following academic year. This has reduced from 5.7% at the end of the previous academic year. Children who are persistently absent and are PP are equal to the non-PP persistently absent children.

SEMH

The provision of classroom assistant time funded by pupil premium allocation has seen more PP children require 1:1 or small group support with 7 non PP compared to 12 PP children. As a result of ELSA sessions, sensory circuits and other pastoral based activities, children had less negative behaviours reported, and internal and fixed term exclusions were reduced in mainstream from Autumn where one child had 3 suspensions totaling 6 and a half days. One child had 1 day fixed term and one child had an internal exclusion of one day. By summer term that had reduced to zero in mainstream. The success of this strategy also has seen improved attendance of children supported pastorally.

There has been an increase of children attending extra curricular clubs, but attendance of PP premium children is significantly lower than that of non PP children. This is an area for review for the coming year to encourage a greater take up and to break down barriers that are preventing attendance.

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
Oak National	Sponsored by DfE
Literacy Tree	
Read Write Inc	Ruth Miskin

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.