

Pupil premium strategy statement – Weobley 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	182 excl nursery
Proportion (%) of pupil premium eligible pupils	26% excl nursery
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)	2025 - 2028
Date this statement was published	February 2026
Date on which it will be reviewed	February 2027 February 2028
Statement authorised by	Sharon Thomas
Pupil premium lead	Sarah Powell
Governor / Trustee lead	Marcus Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,439
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,439

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed reading, writing and numeracy skills of some of our disadvantaged pupils leading to a lower percentage of our disadvantaged pupils reaching the expected standard compared to our non disadvantaged pupils.

2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Social, emotional and aspiration barriers: a number of disadvantaged pupils have social/emotional needs, lower aspirations and wellbeing issues that limit learning readiness and attendance.
4	A significant number (40%) of disadvantaged pupils are also on the SEN register.
5	Attendance gap and persistent absence: disadvantaged pupils' attendance lower than non-disadvantaged peers (FSM 90.3% vs non-FSM 94.7% across 2024–25). Lower attendance reduces exposure to high-quality teaching and pastoral support.

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 reduce the gap between the percentage of disadvantaged children from the school achieving expected standard in Reading, Writing and Maths at the end of Key Stage 2 compared with the number of disadvantage pupils nationally achieving the expected standard.	The gap between our pupils and national varies each year due to the relatively small sample of pupils and other contributing factors that include: attendance, SEN, children recently transferred from other settings. (also addressed as other outcomes in this statement) It is our target to exceed the percentage of disadvantaged pupils nationally that meet the expected standard in Reading, Writing and Maths. Acknowledging the challenges that we have; should we fail to meet the above target, instead, we aim to exceed the national standard for disadvantaged pupils in Reading, Writing and Maths as separate subjects. To “smooth out” in-year variations. Over a rolling period of three years the percentage of disadvantaged pupils achieving the expected standard will be the same as or exceed the percentage of disadvantaged pupils nationally achieving the expected standard.

	Introduction of individual pupil trackers for Class Teacher and Lead Teacher to monitor interventions for effectivity and ensure they are adapted in a timely manner.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Strengthen social-emotional resilience and aspirations.	Targeted support and mentoring to show measurable gains on engagement and pupil wellbeing and demonstrate improved attendance and homework completion within the year of intervention. Clear increase in whole school life opportunities, after school clubs and trip uptake (measured by club registers and trip day class register). Pupil surveys will show that disadvantaged children are as happy in school as non-disadvantaged pupils.
Disadvantaged pupils with SEN make sustained progress and achieve outcomes that are in line with, or close to, those of other pupils, through more effective identification of need, targeted support and inclusive classroom practice.	Increase the proportion of disadvantaged pupils with SEN making expected or better-than-expected progress from their starting points. Teachers consistently identify and address the specific barriers to learning experienced by pupils who are both disadvantaged and on the SEN register. Adaptive teaching and targeted interventions are consistently used and evaluated for impact. Pupils demonstrate improved engagement, attendance, confidence and independence in learning. SEN and disadvantaged pupil data is reviewed regularly, with interventions adapted or stopped where there is insufficient impact. Parents/carers and pupils report that support is appropriate, understood and helping pupils to make progress.
Improve disadvantaged attendance and reduce persistent absence.	Disadvantaged overall attendance increases from 90.3% to 94.7% within two academic years; reduce persistent absence (PA) for disadvantaged pupils.

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: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic assessments for dyscalculia. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2 and 4
Subsidised 2-year-old nursery	pdf Findings indicate that more hours spent in formal and informal ECEC between ages two and four has some benefits for child cognitive and socio-emotional development at age four. In school, we have also observed the swift improvements in academic and social development of children joining the Nursery from 2 years old.	1,2 and 3
A small pupil to adult ratio to facilitate 1:1 tutoring sessions when children need additional support in an area or smaller groups when focussing on a specific outcome e.g. RWI (Phonics), maths, Thrive	121tuition On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,2,3 and 4
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	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: Oral language interventions Teaching and Learning Toolkit EEF	1 and 2

fund ongoing teacher training and release time.		
Take part in OxEd Whole Class and Nuffield Early Language Intervention (NELI) Effectiveness Research Trial 2026-2027	Independent evaluations commissioned by the Education Endowment Foundation (EEF) indicate that four- and five-year-old children receiving targeted small-group and individual NELI sessions gain an additional three to four months of progress in language skills compared to control. Disadvantaged children and those eligible for free school meals show even greater impact, averaging an extra seven months of additional language progress	1 and 2
Retrain all staff in Read Write Inc and work with our local English Hub to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Training for staff to ensure teachers consistently identify and address the specific barriers to learning experienced by pupils who are both disadvantaged and on the SEN register.	Guide The EEF explicitly states that many pupils face multiple barriers to learning , including disadvantaged pupils and pupils with SEND. Its model distinguishes between universal teaching and adaptations/additional support, emphasising that teachers should identify what individual pupils need rather than make assumptions based on either socioeconomic background or SEND status.	1,2 and 4
Training for Thrive practitioner to become an Early Years Licenced Practitioner.	The EEF's recent research agenda specifically identifies self-regulation and executive function in the early years as an important area for further development. Its review highlights the importance of supporting children to develop skills such as managing emotions, behaviour and attention.	2 and 3
Develop the role of an attendance officer and work with our local authority and RISE hub.	The Department for Education's Regional Improvement for Standards and Excellence (RISE) attendance and behaviour hubs program uses lead schools with proven tracking records to mentor partner schools. Research and pilot findings show that peer-to-peer network sharing, targeted tracking data,	3 and 5

	and direct family communication successfully reduce persistent absence.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for disadvantaged pupils with SEND: high-leverage practises and bespoke small-group instruction using specialist strategies.	EEF and SEN guidance: high-quality teaching with flexible scaffolding is first-line; targeted high-leverage practises for SEND (assessment, explicit instruction, scaffolding). EEF - Guidance on SEND & high-quality teaching (within EEF resources)	1 and 4
Teaching Assistants - ensure that the pupils receive appropriate intervention and support specifically in numeracy and literacy.	The EEF emphasises the vital role of teaching assistants in ensuring that all pupils are supported to achieve well. They play a vital role in the engine room of school life, offering an important contribution to support pupils and families.	1 and 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 Teaching and Learning Toolkit EEF	1 and 2
Reciprocal Reading Small Group Interventions	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF Reading	1
Children are given a wide range of opportunities to perform e.g. class assemblies, nativity, harvest festival Year 6	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-	1,2,3 and 5

end of year production, specialist Music Lessons, grant applications for gifted musicians	based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Arts participation	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Service Family Liaison Support for the unique challenges faced by service children and families in our school community - deployment/separation/movement between different areas and countries/isolation of families in new locations. The importance of a smooth transition when moving into or out of the school - focusing on academic/pastoral/SEND needs A key link with the garrison welfare team - joined up approach to supporting families or sharing concerns	Research by the Service Children's Progression Alliance shows that a deep understanding at a strategic level are key to Service children's outcomes and well-being. We place a high value on pastoral support recognising the importance of identifying the specific requirements of our Service children.	1, 3 and 5
Attendance improvement package: personalised communication, letters/texts to parents (showing days missed), rapid follow-up for rising absence, attendance mentoring for persistent absentees, and partnership work with Herefordshire LA where required. Use data to identify high-risk pupils early.	EEF rapid evidence assessment on attendance interventions: parental communications, personalised text/letters and responsive, tailored approaches show promise though evidence base is mixed; EEF recommends targeted, personalised approaches. EEF - Attendance interventions rapid evidence assessment	1, 3 and 5
Learning Inclusion Centre - Support to pupils both emotionally and academically. • Decrease in referrals. • Improved attendance. • Improved self-esteem. • Improved ability to manage anger	Targeted school-based interventions have led to improvements in wellbeing and mental health and improved pupil attainment. Embedding SEMH into whole-school routines recommended.	3 and 5

• Better social interaction • Decrease in anxiety	EEF - Social and emotional learning	
Whole staff training on restorative behaviour practice 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 Teaching and Learning Toolkit EEF	3
Ensure all trips are subsidised and parents need not make any contribution if necessary	Many of our children have limited experiences outside of school or their home. We have seen the benefits of extending these experiences, particularly in writing, but also in a number of other learning areas when the children return to the classroom. A trial published by EEF demonstrated an increase of nine months' progress when children were given a "memorable experience". This trial reflects our own observations. Fun days	All
Attendance at sporting events as competitors or audience to include competitive sporting events or stride active festivals.	The benefits of Physical Activity are widely acknowledged as beneficial to a child's development. Encouraging our "less-sporty" children to participate by ensuring they are able to access competitions that are appropriate for their level of physical ability has clearly encouraged them to participate and enjoy the opportunities that sport offers. EEF physical activity	1,2,3,and 5
Supporting parents with the completion of SEN Paperwork along with reminding them of appointments etc. Provision of Laptops for completion of parenting courses etc	It has been identified in school, that some of our disadvantaged parents have difficulty completing SEN paperwork and keeping to appointments. If supported with this, we have seen an improvement in successful	4

	applications and attendance of appointments.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 94,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome of target 1

Letter from Bridget Phillipson Secretary of State for Education

Dear Mrs Thomas

Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Weobley Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.

Your school's achievements demonstrate what is possible, and I hope you will continue to share your experience and best practice with others. Even the strongest schools can go further. We encourage you to lead the way as a system leader - sharing effective practice, championing networks, supporting collaboration, and helping raise standards across the sector.

Please pass on my thanks and congratulations to your staff and pupils. I look forward to working with you as we strive together to raise standards for all.

Outcome of target 2

In 2023/24 100% of disadvantaged pupils met Early Learning Goals in Communication and Language.

In 2023/24 20% of disadvantaged pupils passed their Phonics in Year 1. This is only a small cohort (5). The children that did not pass had other factors (low attendance, SEN) impacting on their development. We will continue to put in additional interventions to support these children.

Outcome of target 3

In 2023/24 the large majority of disadvantaged pupils with social and emotional difficulties made progress in line with the rest of their cohort

Outcome of target 4

With only a few exceptions, all of our disadvantaged pupils appear happy and engaged with school life. Those that do not enjoy school, receive regular support including Thrive interventions to help with their attitude to school life.

Outcome of target 5

This remains a key target for 2025/26. This currently stands at 90.3% versus a national figure of 92.3%