WASPS Pupil Premium Strategy 2024-2027



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Weston All Saints Primary School
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Local governing body
Pupil premium lead	Ellie Stone
Governor / Trustee lead	Sophie Dyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan Statement of intent

Pupil Premium Statement of Intent

Weston All Saints Primary School commits to working collaboratively and collectively with schools across the Partnership Trust in order to eliminate the disadvantage gap.

Our objectives are:

- For all pupils to become effective learners and communicators irrespective of background or of the challenges of coming from an under-resourced background.
- Preparedness for the future as successful participants in society with a strong sense of identity, responsibility and the necessary skills to secure economic wellbeing.
- We want to support our disadvantaged pupils to experience academic success so that their attainment is comparable with that of pupils from better resourced backgrounds.

Our approach will be tiered in order to target well defined cohorts as well as address individual pupils needs. For example, some pupils may come from under-resourced backgrounds with a number of protective and supportive factors whereas others may not. We will use an evidence-based approach to inform and refine our planning.

We recognise that the need is not 'within child' and will endeavour to ensure that pupils are not at a disadvantage due to bias and consider the environment and approaches used to ensure that children are considered individually.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well which we have identified as: Greater access to the curriculum; early and efficient communication and the limited availability of opportunities to accumulate cultural capital. We aim to dismantle these barriers by focussing on these three key strands:

1. **Access** to, and greater participation in, the curriculum by strengthening the calibre of high-quality teaching for all
2. **Communication and language** Supporting the development of Oracy skills as the route into increasing attainment in early reading, writing and oral communication, more broadly across the school, including for those pupils with EAL
3. **Engagement** Ensuring that vulnerable learners attend in line with non-disadvantaged peers by prioritising access to enrichment opportunities and through targeted pastoral support

The key principles

- To develop a thorough and shared understanding of these barriers to learning
- To ensure collective responsibility for children who are currently disadvantaged.
- To privilege pupils from under resourced backgrounds for curricular as well as extra-curricular experiences

We recognise that effective implementation is key to securing impact and this plan has to be delivered by everyone, routinely, with a shared understanding of disadvantage. We will use the term 'privilege disadvantage' to convey our vision for these pupils

Challenges

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

Challenge number	Detail of challenge
1	Of pupils who had the highest absences in 2023-2024, the majority are in receipt of pupil premium. Our assessments indicate that absenteeism is impacting on disadvantaged pupils' progress.
2	Our observations, intelligent analysis and pupil behaviour records indicate that many pupils have low self-esteem, poor emotional regulation and can have negative attitudes to learning based on previous experiences and external factors such as ACES, Early Trauma, Young Carer responsibilities.
3	Our baseline assessments on entry to Reception class show that a significant percentage of disadvantaged leaners arrive below age related expectations in Communication and Language as well as independence skills. This has been shown to impact on learning and relationships for these children.

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
High quality teaching affords children, who are disadvantaged, greater access to the curriculum	• All teachers access the 'High-Quality Teaching' CPD and demonstrate a broader skill set during formal

	observations, that ensure access for all children • Pupil progress meetings focus on pupils who are disadvantaged enabling teachers to reflect and refine their developing skills with ongoing CPD • All staff will receive ongoing training to adapt learning, consider cognitive load, and effective deployment of the teaching assistants with whom they work
Oracy will continue to improve and children will have a broader vocabulary as a result of a daily, systematic, 0focussed phonics, reading and writing programme. (Read Write Inc) as well as the Nuffield Early Language Intervention (NELI), They will have access to tiered language and communication support where needs have been identified including a referral to the school's speech and language therapist	• Children develop fluent speaking and listening skills with barriers identified early leading to timely intervention on the NELI programme • EYFS and KS1 Children are able to express their thoughts in sentences, which they can hold in their head, before accurately committing them to paper • Children's writing includes a richness of vocabulary which they have experienced through high quality teaching supported by relevant whole school CPD on supporting struggling writers in KS2 and supporting spelling in EYFS/KS1 • Speech and Language therapy is more effectively deployed to support early intervention and leading to improved outcomes where NELI may have had limited impact • Vulnerable children identified with Speech, language and communication issues achieve their individual targets as a result of intervention. The skills are evident in their work as a result of the strong links with therapist and teacher • Children at risk of performing below ARE, are screened in year 1 in order to implement tailored programmes of support • The focus on Maths Oracy increases disadvantaged pupil attainment in maths at the end of each KS
Children with EAL are identified on entry enabling them to get timely support	• Children with EAL access early support through effective gathering of information from EYs providers. The appointment of an EAL coordinator enables thorough assessment on

	entry and access to a high quality EAL programme of support which is monitored closely by the EAL teacher. This promotes greater access to and progress in English
Children who are disadvantaged attend school regularly in order to access learning	• Attendance meetings have SLT representation. There are clear pathways for attendance issues and parents are held to account more rigorously for their child's attendance. • Attendance improves for all vulnerable learners as Individualised support from the pastoral team is targeted based on attendance trends e.g. absence at the beginning/end of week
Children are better able to regulate their emotions in order to increasingly engage with their learning	• High incident behaviour is tracked via a reflection meeting post incident in order that lessons learned can be clearly recorded and adaptions made to prevent subsequent escalation. • Clear and responsive risk assessment procedure evidences a focus on reducing future risk of FTE after high level behaviour incidents • CPOMS behaviour related incidents are reduced in Little WASPS as the ELSA delivers targeted intervention • Pupils who are disadvantaged are prioritised for referrals to the Behaviour and Support Panel • Pupils in KS2 demonstrate positive behaviours at playtime with increased opportunities for constructive play including the use of the 'NEST' to prevent incidents
All children have access to a broad range of enrichment opportunities that enables them make stronger and deeper connections across different areas of the curriculum	• The ethos of 'privilege disadvantage' is evident as those children are prioritised for staff led extra-curricular activities, as well as delivery and monitoring tasks • Children demonstrate a sense of entitlement to cultural capital. Their preferences are elicited and accommodated in the range of extra-curricular opportunities made available to them including subsidised music lessons and participation in school visits and residentials via subsidies • We have invested in Virtual Reality in order to provide enriching experiences

	beyond what disadvantaged pupils may ordinarily experience.

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:£14.490

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching for all	The EEF Guide to the Pupil Premium recommends a tiered approach to securing greatest impact from the Pupil Premium Grant. Tier 1 is high quality teaching because research shows this has greatest impact on outcomes for learners, particularly those who are vulnerable to underachievement. Regular high-quality CPD and routine monitoring of the impact of this is an effective way of achieving high quality teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1
Improved communication for all	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement and have high impact on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
High quality Phonics teaching in EYFS and KS1 with clear pathways for those not keeping up	There is a substantial body of research to support the fact that a systematic and consistent approach to the teaching of reading ensures the best outcome for pupils. RWI provides this systematic and consistent approach. 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: Phonics | EEF (educationendowmentfoundation.org.uk)	1

	The reading framework – teaching the foundations of literacy (publishing.service.gov.uk) EEF Teaching and Learning Toolkit – Parental Engagement. Parental engagement | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £24,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Small Group Tuition in EYFS and KS1	EEF research shows that precisely targeted small group tuition has an average impact of four month's additional progress over the course of a year. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Recommendation 7 of Improving Literacy in Key Stage 1 reminds us that teaching should respond to the changing needs of children. This requires teachers to collect accurate and up-to-date information about pupils' current capabilities so that they can adapt their teaching to focus on exactly what each pupil needs to progress. RWI termly assessment data will provide teachers with the information they need to ensure that additional support is precisely targeted. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
1:1 and Small Group Oracy Interventions in KS1	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 | Toolkit Strand | Education Endowment Foundation | EEF Children's early communication skills are regarded as the single best predictor of future cognitive skills and school performance (Rosetti, 1996). Children who have speech, language and communication difficulties are significantly disadvantaged in their ability to access the national curriculum since "almost every	2

	educational skill presupposes the use of language" (Dockrell and Lindsay, 1998). A research project undertaken by the Early Years Excellence Learning Alliance (eyela), identified that when staff received training in how to deliver the Talk Boost intervention, 18 out of 20 children completing the intervention were able to express their ideas in lessons, where they were not doing this before the additional support for oracy. We use the Nuffield Early Language Intervention in order to extend pupils range of vocabulary alongside high quality, regular, explicit teaching of oracy skills. We have Oracy Ambassadors affording disadvantaged pupils increased self esteem by for example, leading assemblies. https://www.eyela.org.uk/uploads/pdfs/Research%20Talk%20Boost%20Project%20Report.pdf Quality assured interventions that will enable pupils to	

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

Budgeted cost: £ 63,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular activity, trips, visits and enrichment activities in order to build cultural capital for our disadvantaged children	Trips and visits enhance and enrich the curriculum, providing heightened learning experiences. They also help to develop cultural capital. They ensure that learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) that feeds into the Education Inspection Framework, places emphasis on improving cultural capital, particularly for disadvantaged children. Ofsted OVERVIEW of RESEARCH Education Inspection Framework January 2019 A research project undertaken by the DfE Social Mobility Commission at the University of Bath, "An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility" (Asset Publishing 2019) provides evidence that extra-curricular activities are important to young people and result in a range of positive outcomes. The research also identifies that employers in the UK labour market increasingly demand soft skills and these types of skills (which may be developed through extra-curricular activities) could be an important factor in driving intergenerational social mobility. An_Unequal_Playing_Field_report.pdf (publishing.service.gov.uk)	3

	Our Contingency Fund allows access to all activities with heavily subsidies or fully funded places on e.g. residential trips and excursions.	
Emotion coaching and building capacity for increased Pastoral Support across the school	Children whose basic needs are met, thrive in school. Children need all physical, emotional and social needs met in order to achieve academically. The Communicating Kindness 'Positive Relationships' section within Tom Sherrington's '**Teaching Walkthrus'** and Oliver Caviglioli, state the importance of establishing positive relationships with students…the rights of all to feel safe, respected and valued… in order to create conditions where students and teachers can focus on learning free from distractions or emotional threats. EEF Research indicates that interventions that seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions have an impact measure of 4 months' additional progress on academic achievement over the course of an academic year. Whilst such approaches have moderate impact for very low cost, it must be noted that they are based on limited evidence at present. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Our tiered approach to SEMH support continues to build solid foundations with Early Intervention being a key ingredient. We continue to reduce the number of exclusions and Permanent Exclusions through the whole school ethos, tiered interventions including ELSA as our first line approach, Emotion Coaching as our next tier of support and Play Therapy as our top tier of support.	3
Promoting positive behaviour across KS2	Research shows that interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, and general anti-social activity increase academic attainment by 4 months in a year. At WASPS, we intend to use specialised programmes and approaches personalised to meet the needs of pupils with specific behavioural issues. This includes programmes such as Circle of Friends. We also access Mentoring Support Programmes. Behaviour Interventions | Toolkit Strand | Education Endowment Foundation | EEF	3
Embedding effective practice in order to improve	Regular school attendance is an important part of giving children the best possible start in life. Students who miss school frequently can fall behind with their work and do less well in assessments.	3

attendance using procedures that hold parents to account	Our attendance procedures are now well defined with clear guidance for parents. A member of SLT will meet with parent and attendance officer. We prioritise pupils who are disadvantaged and signpost parents to a variety of resources including parenting programmes or external agency support. https://attendancemattersmagonline.co.uk/new-proving-a-link-between-attendance-and-attainment/	
Contingency Fund	We recognise the need to maintain a fund for unforeseen circumstances in order that we are able to respond quickly to support our vulnerable children	

Total budgeted cost: £103,600

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 2024 to 2025 academic year.

Our school has demonstrated significant progress through its Pupil Premium Strategy 2024–2027, particularly in the areas of attendance, engagement, and enrichment as of early 2026.

Key Areas of Progress (2025 Review)

Attendance Improvements: The school has successfully implemented clear pathways for addressing attendance issues, with Senior Leadership Team (SLT) representation at dedicated attendance meetings. Targeted support from the pastoral team has effectively addressed absence trends among vulnerable learners. We continue to utilise Parent Support Advisor sessions across the year which parents indicate is extremely positive in supporting their parenting approaches.

Curriculum Engagement: A primary focus has been dismantling barriers to the curriculum through high-quality teaching for all. Strategies to improve communication and early intervention have ensured that disadvantaged pupils can more easily access and participate in daily learning. We continue to target disaffected pupils via Professional Development Meetings for all staff in order to keep this as a key priority across the school.

Enhanced Enrichment: WASPS has prioritized the "accumulation of cultural capital" by expanding opportunities for disadvantaged pupils. This includes providing greater access to music tuition, local sports competitions, and varied extracurricular activities to build confidence and social skills. Pupil voice indicates an enhanced knowledge of the world around them.

Wellbeing Support: There has been a measurable increase in access to wellbeing and nurture activities, which has directly supported the positive mental and physical health of the pupils. This can be evidenced in individual pupils pathways.

Further information

Strategy Overview

The school's multi-year approach follows Department for Education and Education Endowment Foundation (EEF) recommendations, aligning spending with the wider School Improvement Plan.

Component	Focus Area
Teaching	High-quality first teaching and staff professional development.
Targeted Support	Academic interventions for those not meeting expected progress.
Wider Strategies	Removing non-academic barriers, specifically attendance and behaviour.