# Pupil premium strategy statement – Weald Community 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 96 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)** | 2024/2025 to 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | *David Pyle*, Headteacher |
| Pupil premium lead | *Lisa Drogomirecki,* Leader of learning success |
| Governor / Trustee lead | Wendy Wallace-Holman |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £26,640 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £26,640 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Weald Community Primary School, we pride ourselves in providing all children with equal opportunities irrespective of their background or challenges they face. Our pupil premium strategy plan details how we strive to provide disadvantaged children with these opportunities and how we can sustain and improve progress.  Our character values and high-quality teaching is at the centre of life at Weald CPS and is reflected in our pupil premium strategy plan. We believe that teaching children to be independent, curious and resilient learners (to name just a few of our character qualities) will enable them to be well-rounded learners, through both core and foundation subjects, as well as through learning opportunities outside the classroom. We aim to provide the appropriate staffing expertise to enable disadvantaged children to learn across all year groups. This teaching expertise will come in the form of in-class support, leading small groups and delivering high-quality intervention programmes. As well as this, the various activities and extra-curricular opportunities we provide will allow disadvantaged children to expand their horizons and learn through a variety of media.  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.

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| Challenge number | Detail of challenge |
| 1 | Assessments and observations suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 2 | Assessments, observations and communications with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Our observations and discussions with children and their families have identified social and emotional difficulties for many pupils. These challenges particularly affect disadvantaged children, impacting their attainment. |
| 4 | There continues to be low attendance and persistent absenteeism of PP/ disadvantaged children. There needs to be more work with families around the important of attendance and support for those children who feel anxious around school. |

## 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.

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| Intended outcome | Success criteria |
| 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.  Observations in both structured and unstructured settings; formal language link assessments; intervention success for those who have identified that this is required; seek help from speech and language specialist for those with more complex challenges. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading predicted outcomes in 2026/27 show that more than 50% of disadvantaged pupils will meet the expected standard.  Provision meetings with SENCO help to identify gaps and discuss quality first methods to help children to meet personal targets and additional interventions which are required to support progress and attainment.  Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by class teacher, SENCO and assessment lead and the impact of each intervention will be measured.  Quantity/quality of reading in each class is pitched appropriately for the level of each and those that do not read at home are given the regular opportunity in school to read to an adult in school.  There will be a whole school approach to the teaching of systematic synthetic phonics and spelling across the school. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths predicted outcomes in 2026/27 show that more than 50% of disadvantaged pupils will meet the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2026/27 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.   Observations in both structured and unstructured settings showing an improvement in children’s resilience to challenges and overcoming everyday obstacles.  Character builder assessment tool showing a marked increase throughout the year of children showing the school’s character qualities – Running from January to July 2025.  Character education passports showing an optimistic and positive outlook to school life.  SENCO, DSLs and Head teacher will identify and support families and children and work to alleviate barriers to learning.  Identified children are provided with supported suited to their needs via: 1:1 or group pastoral support, family support, referral to Early Help and other professional services.  Our assembly procedures, combined with our SRE and PSHE curriculum, will act to support the social, emotional and health needs of all children. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Monitoring of attendance by SENCO and Head teacher brings about an increase in PP pupils’ attendance and a decrease in persistent absence.  Sustained high attendance by 2026/27 demonstrated by:   * the overall unauthorised absence rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. * the percentage of all pupils who are persistently absent being below 40% and the figure among disadvantaged pupils being no more than 20% lower than their peers. |

## 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.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments.  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](https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973) | 1, 2 |
| TA deployment  Support across the school to target the academic progress of pupil premium children.  Additional TA support for individual and groups of children requiring targeted support in class or additional intervention. | Evidence shows that teaching assistant interventions in small-groups has a moderate impact on learning.  Please see Education Endowment Foundation link above. | 1,3 |
| Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. | Quality first teaching evident in all classes, enhanced by continuing CPD and use of subscriptions.  <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>  [Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2 |
| Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. | 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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) in Primary Schools | EEF | 1,2,3,4 |

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

Budgeted cost: £3,250

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and Language Link | Language Link intervention whereby children follow set, prescribed activities based on their area of need.  Speech link helps to identify and support children with developmental speech sounds difficulties and help to identify which children need to be seen by a speech and language therapist and to support staff to work effectively with children’s common sound errors.  Please see Education Endowment Foundation link above.  Evidence shows that oral language interventions have a very high impact. | 2, 3 |
| Read Write Inc | A prescriptive programme whereby children are grouped according to their difficulties with phonics, spelling and writing.  Please see Education Endowment Foundation link above.  Evidence shows that there is high impact on learning gained through: individualised instructions, phonics and small-group tuition.  Staff to receive up to date training on the programme and have access to the RWI portal.  [Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 2 |

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

Budgeted cost: £4,790

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 3,4 |
| Embedding principles of good practice set out in the DfE’s guidance on [working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. New Attendance lead to attend Kent training. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4,5 |
| ELSA and EBSA sessions completed by SENCO | Sessions delivered by a trained, expert,  Please see Education Endowment Foundation link above.  Strong evidence to show that social and emotional learning approaches have a positive impact in academic outcomes. | 3,4 |
| Trips/ extra curricula | Trips/ educational visits/ extra curricula (clubs) provided off-site and on-site are funded by the school.  Please see Education Endowment Foundation link above.  A way of providing extra opportunities for disadvantaged children. | 3,4 |
| Uniform | Uniform funded by the school if new items are required. Purchased as necessary  Please see Education Endowment Foundation link above.  Although the evidence does not suggest that wearing a school uniform has an impact on learning, the wearing of a school uniform fits in with our school ethos and contributes to behaviour around school. | 3,4 |
| 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: 26,640**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.  The data demonstrated that our disadvantaged pupils are not meeting the expected attainment against their peers. Writing is our key area of focus for these children for the year ahead which is in line with our SIP.  We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.  The data demonstrated that our disadvantaged cohorts attendance is lower by 7%, unauthorised is higher and our persistent absence is over 20% higher. The main reason behind the persistent absences is due to holidays and anxiety around school.  Our evaluation of the approaches delivered last academic year indicates that our allocation of funding towards staff CPD and wellbeing support for children needs to continue.  We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

## Externally provided programmes

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| Programme | Provider |
| Rock and Pop Foundation |  |
| Dancemode |  |
| Gymspire Academy |  |
| Counselling | Fegans (Spurgeons College) |

# Further information

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:   * Embedding more effective practice around feedback. [EEF evidence on feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates significant benefits, particularly for disadvantaged pupils. * Utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. * Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.  We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |