

Pupil premium strategy statement

Weyford Nursery and Primary Academy

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	Weyford Nursery and Primary Academy
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	23 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027 (25-26)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Chris James Headteacher
Pupil premium leads	Lynne Roadnight Deputy Headteacher/ Louise Morris Teacher
Governor / Trustee lead	Penny Payne Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£138,800

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

We are committed to ensuring that all pupils at Weyford Nursery and Primary Academy, regardless of their background or the challenges they face, make strong progress and achieve high standards across all areas of learning. Our pupil premium strategy focuses on supporting disadvantaged pupils to reach their full potential, including those who are already high attainers.

Who We Support

We recognise that some pupils face additional challenges that may affect their education. Our strategy is designed to support:

- All disadvantaged pupils eligible for pupil premium funding
- Vulnerable pupils, including those with a social worker
- Young carers
- Any pupil who needs additional support to thrive

The approaches outlined in this strategy will benefit these pupils, whether or not they are eligible for pupil premium funding.

Our Approach

High-quality teaching comes first

We believe that excellent teaching is the most powerful tool for closing the disadvantage attainment gap. Our focus is on:

- Identifying the areas where disadvantaged pupils need the most support
- Ensuring all teaching is of the highest quality
- Benefiting all pupils, not just those who are disadvantaged

Responsive and evidence-based

Our strategy is built on:

- **Robust assessment** – We use diagnostic assessment to identify specific needs, rather than making assumptions about disadvantage
- **Early intervention** – We act quickly when needs are identified
- **Individual and group needs** – We respond to both common challenges and individual circumstances
- **Complementary approaches** – Our interventions work together to support pupils effectively

How We'll Make It Work

To ensure our strategy is effective, we will:

1. **Set high expectations** – Ensure disadvantaged pupils are challenged appropriately in all their work
2. **Intervene early** – Act at the point need is identified, rather than waiting for gaps to widen
3. **Take collective responsibility** – Adopt a whole-school approach where all staff take ownership of disadvantaged pupils' outcomes and maintain high expectations of what they can achieve

Our Commitment

We are committed to:

- Sustaining and improving attainment for all pupils
- Ensuring disadvantaged pupils make at least as much progress as their non-disadvantaged peers
- Creating a culture where every pupil can succeed, regardless of their starting point

This strategy reflects our determination to provide every child with the support they need to thrive academically, socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	<p>Underdeveloped Oracy and Vocabulary Skills (Foundation for All Learning) Children enter Nursery and Reception with underdeveloped oracy and vocabulary skills, affecting both disadvantaged and non-disadvantaged pupils, though gaps are wider for PP pupils. This language deficit creates a foundation weakness that impacts all subsequent learning, particularly in reading comprehension (Challenge 3), writing composition (Challenge 4), and mathematical reasoning (Challenge 5).</p>
2	<p>Phonics Acquisition and Early Reading Skills Ongoing data analysis evidences that disadvantaged pupils have greater difficulties in acquiring phonics skills, which negatively impacts their ability to become competent readers and writers. In Year 1, 70% of PP pupils pass the phonics screening check compared to 83.8% of non-PP pupils (gap of 13.8%). Some disadvantaged pupils also have SEND needs, requiring additional targeted support. While this represents progress and is above the national disadvantaged average (68%), the gap widens if not addressed, directly impacting reading fluency and comprehension in later years (Challenge 3) and limiting pupils' ability to access the wider curriculum, particularly in writing (Challenge 4) and mathematical word problems (Challenge 5).</p>
3	<p>Reading Attainment and Comprehension (Widening Gap in KS2) Teacher assessments and testing evidence that reading attainment of disadvantaged pupils is significantly below their peers, with the gap widening considerably through Key Stage 2. At KS1, 76.9% of PP pupils reach expected standard compared to 79.4% of non-PP pupils (gap of 2.5%). However, by the end of KS2, only 33.3% of PP pupils achieve expected standard compared to 65% of non-PP pupils (gap of 31.7%). Pockets of disadvantaged pupils across KS2 find learning to read a significant challenge, particularly in reading comprehension and inference skills. This reading deficit limits pupils' ability to access the curriculum independently, directly impacting their progress in all subjects, particularly writing (Challenge 4) and mathematics (Challenge 5), where reading comprehension is essential for understanding word problems.</p>
4	<p>Writing Attainment Across the School School attainment in writing is lower than in reading and maths across all key stages. Writing for disadvantaged pupils at expected standard and greater depth is consistently lower than for non-PP pupils throughout the school. At KS1, 61.5% of PP pupils reach expected standard compared to 63.2% of non-PP pupils (gap of 1.7%), but by KS2 this widens dramatically to 20% of PP pupils compared to 67.4% of non-PP pupils (gap of 47.4%). Analysis shows PP pupils struggle with vocabulary range, sentence structure, composition skills, and stamina for extended writing. This challenge is compounded by limited vocabulary and language skills (Challenge 1), weak phonics and spelling foundations (Challenge 2), and poor reading comprehension which limits exposure to quality text models (Challenge 3).</p>
5	<p>Mathematics Attainment (Critical Gap in KS2) Attainment in mathematics for disadvantaged pupils is substantially lower than for non-disadvantaged pupils across the school. At KS2, only 6.7% of PP pupils achieved expected standard compared to 55.8% of non-PP pupils (gap of 49.1%). At KS1, the gap is 30.3% (46.2% PP vs 76.5% non-PP). Analysis shows PP pupils struggle with number fluency, times tables automaticity,</p>

	fractions, decimals, and mathematical reasoning. These difficulties are compounded by limited mathematical vocabulary stemming from early language deficits (Challenge 1) and poor reading comprehension (Challenge 3), which prevents pupils from understanding word problems and mathematical reasoning tasks.
6	Social, Emotional, and Behavioural Barriers to Learning Many of our disadvantaged pupils experience chaotic family circumstances, leading to difficulties being ready to learn day-to-day and underdeveloped social and emotional skills. This manifests as challenging behaviour, difficulty regulating emotions, and limited resilience when facing academic challenges. Some pupils have involvement with Children Service, lack positive role models and aspiration for their futures. These barriers significantly impact pupils' ability to engage with learning and make progress, particularly in areas requiring sustained concentration and effort such as reading comprehension (Challenge 3), extended writing (Challenge 4), and mathematical problem-solving (Challenge 5). Poor attendance (Challenge 7) is often linked to these social and emotional difficulties, creating a cycle of missed learning and falling further behind. Many of our disadvantaged pupils have chaotic family lives leading to not being ready to learn day to day and lack of social development leading to challenging behaviour and emotional needs.
7	Attendance and Persistent Absence Attendance data indicates that attendance among disadvantaged pupils has been approximately 4% lower than for non-disadvantaged pupils. A higher proportion of disadvantaged pupils are persistently absent compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress across all areas of learning. Missed learning time compounds existing gaps in language development (Challenge 1), phonics (Challenge 2), reading (Challenge 3), writing (Challenge 4), and mathematics (Challenge 5). Pupils who are frequently absent miss crucial teaching sequences, struggle to catch up, and often experience increased anxiety about returning to school, which is linked to social and emotional difficulties (Challenge 6). This creates a vicious cycle where absence leads to falling behind, which increases anxiety and reluctance to attend, leading to further absence.

These seven challenges are deeply interconnected. Early language deficits (Challenge 1) create a foundation weakness that impacts phonics acquisition (Challenge 2), which in turn affects reading (Challenge 3) and writing (Challenge 4). Limited vocabulary and poor reading comprehension also impact mathematical reasoning (Challenge 5). Social and emotional barriers (Challenge 6) and poor attendance (Challenge 7) compound all academic challenges by reducing engagement and creating gaps in learning. Our strategy recognises these interconnections and addresses them through a coordinated approach that tackles root causes while providing targeted support for specific skill gaps

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
Enhanced Communication and Language Skills in Early Years Disadvantaged children in the Early Years Will develop strong oral language skills and vocabulary.	86% to reach expected level of development in speaking

Disadvantaged children in Year 1 and Year 2 will develop secure phonics skills, enabling them to achieve in line with their peers.	80% of disadvantaged children will pass the phonics screening check in Year 1 95% of disadvantaged children will pass the phonics screening check by the end of Year 2
Disadvantaged children will develop strong reading skills, including both fluency and comprehension, enabling them to achieve in line with their peers.	Progress will be demonstrated through multiple sources of evidence, including: <ul style="list-style-type: none"> • Strong effective leadership of phonics within reading • Embed new guided reading and reading community • Reading assessments
Disadvantaged children will produce high-quality writing, enabling them to achieve in line with their peers.	Progress will be demonstrated through multiple sources of evidence, including: <ul style="list-style-type: none"> • Implement writing roots in line with EEF • Motivating writing opportunities • Knowledge of vocabulary and grammar
Disadvantaged children will develop strong mathematical knowledge and skills, enabling them to achieve in line with their peers.	Progress will be demonstrated through multiple sources of evidence, including: <ul style="list-style-type: none"> • Engagement in lessons • Times tables assessments • Ongoing formative assessment
All pupils, particularly disadvantaged pupils, will attend school regularly.	Success by 2027: Overall attendance will be at least 96% <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers will reduce by 3% • Persistent absence will reduce from 15% (summer 2024) to 5%
All pupils, particularly disadvantaged pupils, will experience improved wellbeing and have access to enrichment opportunities.	Increased levels of wellbeing demonstrated through: <ul style="list-style-type: none"> • Pupil voice feedback • Pupil and parent surveys • Teacher observations • High levels of participation in enrichment activities, particularly among disadvantaged children

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: £86,355

Identified children in Year 1 and 2 to undertake phonics boosters	EEF evidence states that the average impact of the adoption of phonics approaches is an additional five months' progress over the course of the year. High impact low cost using school staff www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/phonics	2
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<p>Targeted children in Year 1 and 2 to read with an adult at least 3X a week on top of in class reading to develop fluency in decoding for reading</p>	<p>EEF evidence states that 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 children.</p> <p>Www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3</p>
<p>Targeted teaching for small groups for maths from Year 2 – 6 for pre teaching, overlearning, mastery of skills and fluency</p>	<p>EEF evidence stated that small group tuition is effective (the smaller the group the better) – low cost moderate impact. Small group tuition is most likely to be effective if it is targeted at pupil’s specific needs.</p> <p>Www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/small-group-work</p>	<p>4 5</p>
<p>Develop writing across the school by reviewing the curriculum, strategies, sequencing etc to support writing development. This year writing is taught through Literacy Tree: Writing Roots</p>	<p>EEF has evidenced “that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success.”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf</p> <p>“The quality of linguistic input can be characterised in a number of different ways, but central is the need for socially meaningful contexts to support learning.”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf</p>	<p>4</p>
<p>Variety of books added to the library and new quality texts used linked the Writing Roots</p>	<p>Improving reading fluency</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</p> <p>Access to high-quality texts, with rich vocabulary exposes pupils to a wider vocabulary, thus improving reading comprehension and language skills. EEF cite the importance of using vocabulary rich texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3, 4</p>
<p>Disadvantaged children will develop strong mathematical knowledge and skills, enabling them to achieve in line with their peers.</p>	<p>Develop fluency in number</p> <p>EEF evidence stated that small group tuition is effective (the smaller the group the better) – low cost moderate impact. Small group tuition is most likely to be effective if it is targeted at pupil’s specific needs.</p> <p>Www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/small-group-work</p>	<p>5</p>

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

Budgeted cost: £22,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
Undertake the Language Link and Talk Boost intervention for oracy in nursery/ Reception classes	EEF evidence emphasises the importance of spoken and verbal interaction for young children. Approaches that explicitly support communication through talking, verbal expression modelling and reasoning. High impact/ low cost using school staff www.educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit	1
All children in year 2 – 6 will access Accelerated Reader programme to support comprehension skills in reading twice weekly	EEF evidence states that the average impact of reading comprehension strategies is an additional 6 months' progress over the course of the year when carefully matched to a pupils reading capabilities. www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension	3
Academic mentor used to support small scale intervention throughout the school.	Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3

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

Budgeted cost: £28,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Undertake ELSA support for children with social and emotional needs where needed from weekly pastoral meetings and liaising with staff	EEF evidence suggests social and emotional learning approaches have a positive impact on average 4 months additional progress www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning	6

HSLW – bespoke programmes	EEF evidence suggests social and emotional learning approaches have a positive impact on average 4 months additional progress www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning	6, 7
Provide parental support as needed to enable children’s learning to flourish and where needed intensive programmes for families in crisis	EEF evidence suggests there is a positive impact of 4 months additional progress if parental engagement is strong with higher impacts for pupils with low prior attainment. www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6, 7
Targeted behaviour interventions to support reducing challenging behaviour	EEF evidence suggests that both targeted and universal approaches have positive overall effects (+4 months). This is done in conjunction with outside agencies such as EP and BPS.	6
The HSLW in Consultation with SLT with embed principles of good attendance and work with families	Embedding principles of good practise set out in the www.government.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	7
Provide enrichment activities for pupils (e.g. trips, visitors, Forest School). Extend offer of extra-curricular activities to enhance the curriculum	Research shows that building cultural capital, providing rich, varied enrichment activities has impact on the life experiences of disadvantaged children.	6

Total budgeted cost: £ 143,952

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcome

Data

Year R Disadvantaged Pupils

	Communication and language	Speaking	Listening and understanding
% PP	85.7%	100%	85.7%
% non PP	96.8%	96.8%	96.8%
Gap between PP and non PP	-11.1%	+3.2%	-11.1%

	Word reading	Comprehension	Writing	Maths
% PP	100%	85.7%	85.7%	71.4%
% non PP	90.3	87.1%	77.4%	83.9%
Gap between PP and non PP	+9.7%	-1.4%	+8.3%	-12.5%

	GLD
% PP	71.4%
% non PP	64.5%
Gap between PP and non PP	+6.9%

Year 1 Phonics screening

	Phonics
% PP	70% (nationally 68% disadvantages)
% non PP	83.8% (nationally 80% disadvantages)
Gap between PP and non PP	-13,8%

KS1

	Reading		Writing		Maths		Combined	
	EX	GD	EX	GD	EX	GD	EX	GD
% PP	76.9%	23.1%	61.5%	7.7%	46.2%	23.7%	46.2%	7.7%
% non PP	79.4%	19.1%	63.2%	4.4%	76.5%	19.1%	57.4%	4.4%
Gap between PP and non PP	-2.5%	+4%	-1.7%	+3.3%	-30.3%	+4.6%	-11.2%	+3.3%

KS2

	Reading		Writing		Maths		Combined	
	EX	GD	EX	GD	EX	GD	EX	GD
% PP	33.3	0	20	0	6.7	0	6.7	0
% non PP	65	0	67.4	14	55.8	0	48.8	0
Gap between PP and non PP	-31.7	0	-47.4	-14	-49.1	0	-42.1	0

Reception (Year R)

- **71.4% of PP pupils achieving Good Level of Development** - this is **above** the non-PP cohort (64.5%)
- This is a strong indicator that your skills-based learning journeys and systematic phonics programme are having immediate impact
- PP pupils are entering Year 1 well-prepared

Year 1 Phonics

- **70% of PP pupils passing** - above the national disadvantaged average of 68%
- This demonstrates your systematic phonics programme is effective
- The foundation for reading is being established successfully

KS1 (Years 1-2)

- Small gaps in reading and writing at expected standard
- PP pupils outperforming at Greater Depth across all subjects
- This suggests high-quality teaching is enabling PP pupils to excel when they have the right support

New priorities and Areas for Development

Outcome	Current	Target 2026	Target 2027
Year 1 phonics (PP)	70%	78%	85%
Year 2 phonics (PP)	-	92%	95%

Outcome	Current	Target 2026	Target 2027
KS1 Reading EX (PP)	76.9%	80%	85%
KS1 Maths EX (PP)	46.2%	65%	75%
KS2 Reading EX (PP)	33.3%	55%	70%
KS2 Writing EX (PP)	20%	45%	65%
KS2 Maths EX (PP)	6.7%	35%	55%
KS2 Combined (PP)	6.7%	30%	50%

Actions:

Continue to:

- Use systematic phonics programme Reception – Year 2
- Continue Maths mastery CPD for teachers
- Embed Writing Roots
- Continue: Language Link/Talk Boost (EYFS)

Target:

- Small group intervention – pre teach, fluency, vocabulary - Y3-6 PP pupils
- Improve instant recall of key mathematical facts /use manipulatives and representations
- Purposeful use of assessment to address misconceptions and gaps
- Teachers to identify specific gaps - where exactly are PP pupils falling behind?
- CPD Maths Hub for specialist support

Half-termly reviews:

- Intervention impact data (before/after scores)
- Attendance data for PP pupils
- Behaviour incidents for PP pupils

Termly reviews:

- Assessment data analysis (PP vs non-PP gaps)
- Pupil progress meetings focused on PP pupils
- Learning walks focused on PP pupils' engagement
- Work scrutiny of PP pupils' books
- Pupil voice - PP pupils' views on support

Annual review:

- End of year data vs targets
- Cost-effectiveness analysis
- Staff survey on PP strategy implementation
- Parent survey on support provided