

Pupil premium strategy statement: 2025 -2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	The Weald C of E School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	30 th September 2025
Date on which it will be reviewed	30 th September 2026
Statement authorised by	James Baguley
Pupil premium lead	Rebecca Hopkins
Governor / Trustee lead	Gary Joyce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,040.00
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	£ 34,040.00

Part A: Pupil premium strategy plan

Statement of intent

'A space to learn and grow – working together in the knowledge and love of God to flourish in all that we do.'

The whole school community works together to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with differing needs and strengths, learning, working and flourishing together to accept everyone and nurture everyone's aspirations for the future.

Along with all the children at our schools, we want our disadvantaged children to access to a broad, enriched curriculum offer which enables them to make good progress and achieve well in all subject areas. We will consider the challenges faced by vulnerable pupils and reflect on what they need to achieve at least as well as their non-disadvantaged peers. The activity we have outlined in this statement is also intended to support the needs of all our children, 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.

Over the years we have honed our approach to 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.

Our approach is holistic and is designed to build on our small steps 'mastery' pedagogy. Over time, continued, holistic support enables all children, but particularly those who are disadvantaged, to achieve well at the Weald.

We are not complacent and continue to identify and overcome barriers to learning and achievement. Based on our knowledge of the community and needs of the children, our plan has a clear focus on Quality First Teaching, access to Enrichment to support building children's Cultural Capital and support for Emotional Well-Being. Our leadership meet half termly to review and audit the learning opportunities and provision for our pupil premium children.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Achievement of disadvantaged pupils remains an identified area on our School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	Close the gap in English and Mathematics outcomes for disadvantaged pupils.
2	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children. Their knowledge of the world (cultural capital) and vocabulary acquisition is limited.
3	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
4	Parent engagement is low and attendance at school events is generally poor.

Intended outcomes

Pupil Premium Provision will include:

- Exemplary CPD for teachers and LSA's to ensure high quality teaching and learning across all year groups (subject knowledge development and teaching and learning strategies)
- Providing small group robust and immediate intervention with experienced teachers and TA's focused on closing the gap to national standard and closing the gap following COVID-19
- 1-1 support where needed to ensure every pupil premium child makes at least good progress to close the gap to national expectation/greater depth
- Extra-curricular and enrichment activities intended to promote confidence, well-being and self-esteem
- Pastoral support from an ELSA so pupils are ready to learn
- Increased provision for pupil premium children with additional needs, which create barriers to learning, such as Lego Therapy and young carers clubs
- Educational opportunities and life experiences which will enrich the pupils' experience of school and learning (e.g. school trips and visits from professional and groups, additional music lessons)
- Educational Welfare Officer to support attendance of PP children, as well as parents supporting their children's education

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have achieved.

Intended outcome	Success criteria
Ensuring that all children receive a full curriculum	All core subjects are taught to a high standard All pupils, regardless of the need for intervention, are given the opportunity to engage in a broad curriculum providing varied enrichment opportunities Core assessments demonstrate 80%+ of children are working at the expected level All foundation subjects are taught fully and subject leaders track these through book looks, assessment

	analysis, lesson observations, team teaching and team planning
Ensure all disadvantaged children make outstanding progress regardless of starting point in the core subjects	Core subject assessments demonstrate 80% of children are working at the Expected level All children make at least good progress and book looks demonstrate this when benchmarked against end-of-year outcomes Pupils who are both SEN and FSM or Ever6 still make good progress Curricula are adapted for pupils who need additional catch-up or pre-teaching to support understanding Immediate intervention and structured interventions are used for highly effective impact
Disadvantaged pupils' phonological awareness will improve through the school with targeted support – reading rockets and quality first intervention(s)	End of KS2 reading outcomes will be at least in line or higher than national figures ALL new (year 3) children to The Weald can read by the end of autumn term 2025
Disadvantaged pupils will access a wider range of enrichment experiences both in and outside school	Appropriate pupils ALL access one or more after school club activities during the academic year Pupil surveys reflect enjoyment in school and improved attitudes to learning Social skills, independence, perseverance, and teamwork are developed Appropriate pupils will be given mentoring to support their behaviour and attendance
The % attendance of disadvantaged pupils will improve on previous years' figures and family engagement will also improve through positive parent-school relationships	The HSLW will continue to support and signpost families in need. Breakfast club offered to specific pupils Over 90% of PP pupils parents attend/engage in parent consultation sessions Attendance of identified PP pupils increases and the gap between PP and non-PP narrows Welfare committee meets weekly to discuss targeted support through HSLW and/or Inclusion lead Staff are able to support parents and carers through the signposting of information, supporting the holistic health of the family, especially our PP and disadvantaged children

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year. 2025 - 2026** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD development: Enquiry Curriculum training for new teacher(s) Maths mastery training for new and existing teacher(s) LSA subject knowledge training – A minimum 3x every half- term led by subject leads/HT/Inclusion lead Additional training for new LSAs	High Quality Teaching Implement Walkthru techniques – active learning: Increase pupil participation and reduce the amount of teacher talk. Encourage meaningful classroom discussions that promote reasoning, justification and explanation, enhancing engagement and understanding in English and Mathematics. (educationendowmentfoundation.org.uk) Utilise Physical Manipulatives and Visual Aids: Incorporate concrete objects and diagrams to help pupils grasp abstract mathematical concepts, making learning more accessible. (educationendowmentfoundation.org.uk) Provide Professional Development for Teachers: Offer ongoing training to enhance teachers' pedagogical knowledge, ensuring effective delivery of the curriculum. (educationendowmentfoundation.org.uk) All LSAs receive core subject knowledge training to support their teaching practice in the classroom: Ongoing English and Maths subject knowledge Implementation of a new approach to the teaching of writing, punctuation and grammar: Internal and external writing and maths CPD for all teachers to develop their expertise and innovative teaching strategies in line with school expectation. For example, new approach to teaching writing	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,475.00

Activity	Evidence that supports this approach	Challenge numbers addressed
Specific PP children undertake intervention work with named adult to help close the gap of progress and increase the number of PP children at ARE/ greater depth by end of the year. Intervention is robust, frequent and reviewed regularly. This will include targeted phonics interventions for specific pupils. Offer One-to-One and Small Group Tuition: Provide additional support tailored to individual needs, fo-	Year group data to show 80% of PP children in all year groups achieve ARE in Reading, Writing and Maths. Gap closed. Collaborative learning Moderate impact for very low cost, based on extensive evidence. Mastery learning Moderate impact for very low cost, based on moderate evidence. Feedback High impact for very low cost, based on moderate evidence. Small Group Tuition Cost: moderate Progress: +4 months <i>EEF research states that small group intervention(s) provides low attaining learners with the opportunity to catch up on lost learning with the aim of closing the learning gap.</i>	1

cusing on areas where pupils require the most assistance. (educationendowmentfoundation.org.uk)	<i>It can also be used as a more general strategy to ensure effective progress, or to pre-teach challenging concepts</i>	
Conferencing/feedback 1:1 in the afternoon re: immediate intervention (same day) is the key focus from the class teacher. Closing the gap re: Basic skills addressed. Closing the gap and explanation feedback for targeted PP children. Also - Deploy Trained Teaching Assistants: Utilise teaching assistants to deliver targeted interventions, ensuring they are well-trained and effectively integrated into the teaching process. (educationendowmentfoundation.org.uk)	Focus PP children in all year groups closing the gap to national standard in the core subjects. Children able to access all class learning. Gap closed. Mastery learning Moderate impact for very low cost, based on moderate evidence. Feedback High impact for very low cost, based on moderate evidence. Small Group Tuition Cost: low Progress: +8 months <i>EEF research states that personalised feedback from an expert provides individual learners with the opportunity to redirect or refocus the teacher's or learner's actions to achieve a goal. Feedback can be verbal or written or can be given through tests.</i>	1
Year 6 teachers support KS2 SATs from Spring to Summer term 25 to support PP children not at national standard or not making good or better progress. One-to-One Support: Provide individualised tutoring for pupils who need extra assistance, especially in foundational skills. Personalised maths program (Third Space Learning) to support specific PP children in mathematics	KS2 SATs running from Spring to Summer term 26 to support PP children not at national standard or not making good or better progress. This will include the following: Targeted 1:1 personalised intervention/tuition maths program (Third Space Learning) demonstrates 7 months' progress over 14 weeks. Reading comprehension strategies High impact for very low cost, based on extensive evidence. Collaborative learning Moderate impact for very low cost, based on extensive evidence. One-to One tuition Cost: high Progress: +5 months <i>Personalised 1:1 learning of 1 hour a week over a 10-week period will result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.</i>	1
Reading, spelling and maths targeted workshops - support for parent/carers on supporting their child to ensure they are in line with National Standard and understand the expectations/ content of the curriculum. Focusing on supporting parent/carers with strategies and resources to use at home. All year groups. 100% attendance expected.	Children improve their understanding of maths and reading in line with the curriculum. To increase the percentage of pupil premium children who are at national standard across all year groups. Focused parents/children invited. Parents able to support learning and methods. Parental involvement Moderate impact for moderate cost, based on moderate evidence.	1
Year 3 phonics groups. Short and intensive provision to ensure all	All pupil premium children in year 3 secure in phonics and therefore able to access the national expectation for reading and writing.	1

pupils secure in phonics thus allowing learners to go back into whole class quality-first teaching. Targeted groups over x6 sessions. Resources and homework provision created. Teacher provision. Phonics training for LSAs to support delivery of phonics lessons. Small group reading interventions/1:1 delivered daily to all pupil premium children who are not being listened to read at home	All pupil premium children at national expectation for reading across lower key stage 2. Phonics Moderate impact for very low cost, based on very extensive evidence. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF) Oral language/reading intervention Cost: low Progress: +5 months <i>Small group intervention will include targeted reading aloud to support fluency and discussing book(s) with younger children, explicitly extending pupil's spoken vocabulary and the use of structured questioning to develop reading comprehension skills.</i>	
Greater Depth provision to stretch pupil premium where appropriate. Greater Depth organised events across the curriculum. Any talent addressed through provision, such as individual music lessons etc. financial support available if needed.	Ensure all pupil premium children reach potential and have the same opportunities as their peers. Talents discovered and nurtured. Specific children to reach greater depth across a range of subjects. Sports participation Low impact for moderate cost, based on limited evidence. Arts participation Low impact for low cost, based on moderate evidence.	1,2

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

Budgeted cost: £6,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, 1:1 intervention to promote children's social skills, wellbeing, and confidence. % requiring support has increased year on year. Play therapist works 1:1 or in a small group supporting vulnerable children. Train staff in strategies that	ELSA provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn. Impact measured through reassessment at the end of programme with evidence of difference. All PP children targeted and ready to learn. Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.	1,3,4

support these children.		
Additional and part funded extended opportunities for pupil premium children. After school and breakfast club (often more than one) offered for specific PP children. These are at a nominal rate. Trips and residential part funded where needed so they can attend.	All pupil premium children can access the extended opportunities and can have a wide curriculum offer as their peers. Their engagement is sometimes transferable into learning within the classroom.	2,3,4
Funding towards cost of Home School Link Worker who works with 'target' families on issues linked to attendance and offers guidance and support (best practice) through regular meetings with parent(s) and child. Education Welfare Plans put in place quickly where needed for pupil premium children. Engage Parents through Curriculum Workshops: Organise workshops that demonstrate the curriculum's relevance and importance, helping parents understand how their involvement can positively impact their child's education. This aligns with the EEF's findings on parental engagement.	Increased attendance and less unauthorised absences. 97% or better attendance for PP children. Parental involvement    Moderate impact for moderate cost, based on moderate evidence. The DFE report 2022: 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.' Implement a Strong Attendance Policy: Develop a clear, consistent attendance policy that includes incentives for good attendance, communicated effectively to parents and pupils. The EEF highlights the importance of setting clear expectations. Personalised Attendance Plans: Develop individualised attendance plans, where appropriate, for disadvantaged pupils, involving parents in the process to set achievable goals and monitor progress. This personalised approach can help address specific barriers to attendance. Parent Engagement Initiatives: Organise community events that involve families, such as family fun days or educational fairs, to strengthen the connection between home and school. This can enhance the perceived value of education. Community Partnerships: Collaborate with local cultural organisations and charities to provide workshops and events that expose pupils to various cultural experiences, fostering a sense of community and belonging. For example, local volunteers support the school providing clubs – woodwork club.	3,4

Total budgeted cost: £34,040

Part B: Review of outcomes in the previous academic year. 2024-2025.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Year 6 SATs Results. 2024-2025

Reading Expected + for all: The Weald: 79% National: 75%	Reading Expected + for PP: The Weald: 80%
Reading GDS for all: The Weald: 21% National: 35% (<i>not validated</i>)	Reading GDS for PP: The Weald: 20%
Average scaled score for all: 104.9	Average scaled score for PP: 103.2

Maths Expected + for all: The Weald: 63% National: 74%	Maths Expected + for PP: The Weald: 40%
Maths GDS for all: The Weald: 8% National: 28% (<i>not validated</i>)	Maths GDS for PP: The Weald: 0%
Average scaled score for all: 100.4	Average scaled score for PP: 98

GPS Expected + for all: The Weald: 79% National: 73%	GPS Expected + for PP: The Weald: 100%
GPS GDS for all: The Weald: 17% National: 31% (<i>not validated</i>)	GPS GDS for PP: The Weald: 0%
Average scaled score for all: 104.4	Average scaled score for PP: 104.2

RWM Expected + for all: The Weald: 54% National: 62%	RWM Expected + for PP: The Weald: 40%
RWM GDS for all: The Weald: 8% National: 9% (<i>not validated</i>)	RWM GDS + for PP: The Weald: 0%

Writing TA Expected + for all: The Weald: 63% National: 72%	Writing TA Expected + for PP: The Weald: 60%
Writing TA GDS for all: The Weald: 17% National: 14% (<i>not validated</i>)	Writing TA GDS for PP: The Weald: 0%

Ensuring that all children receive a full curriculum

Our enquiry curriculum has ensured that ALL pupils have equal access to the curriculum. All pupil premium and disadvantaged children have attended at least one after school club and they have also participated in the school residentials in year 4 and year 6.

Ensure all disadvantaged children make outstanding progress regardless of starting point in the core subjects

Intervention programs are fluid and personalised for specific learners. Our disadvantaged children have accessed catch-up and pre-teaching sessions. As a result, this has allowed these pupils to access key, technical vocabulary, as well as addressing some of the basic skills in reading, writing and mathematics. Furthermore, any disadvantaged child who is not reading at home has had the opportunity to read 1:1 with the teacher or LSA every day in school. This has resulted in end of KS2 reading outcomes in 2024 in line with national.

Disadvantaged pupils' phonological awareness will improve through the school with targeted support – reading rockets and quality first intervention(s)

Our end of KS2 outcomes were in line with national, both at expected standard and greater depth. Relevant children has accessed a targeted reading intervention program (reading rockets) and they have ALL made progress and they can now read. All the children can now access all areas of the curriculum through improved reading proficiency. They have also had an adult listen to them read 1:1 every day at school.

Disadvantaged pupils will access a wider range of enrichment experiences both in and outside school

ALL children have attended at least one after school club activities from sports-based sessions through to the creative arts. Where appropriate, disadvantaged children have participated in social skills and team building activities. As a result, their confidence and self-esteem have improved. All of our disadvantaged children enjoy school life. The school has also paid for our PP and disadvantaged children to attend residentials in year 4 and year 6. Feedback from pupils was very positive in relation to the social and emotional benefits.

The % attendance of disadvantaged pupils will improve on previous years' figures and family engagement will also improve through positive parent-school relationships

The Home School Link Worker has continued to support specific families and as a result, the attendance of these children have ALL improved this academic year. Six of these children have also accessed breakfast club, which has supported their daily routine in school. In addition, 84% of our parents of disadvantaged pupils have attended parent consultation sessions or met the class teacher 1:1. Five families have been signposted to external agencies to support them with a range of challenges, including mental health and housing information. This has supported the holistic health of the whole family.

The gap between the attendance of identified pupil premium and non-pupil premium children has remained around 3% this year.