



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Westonzoyland Primary School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	24.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024-Sept 2027 Current academic year: 2025-26
Date this statement was published	20.12.24 (reviewed December 2025)
Date on which it will be reviewed	1.12.26
Statement authorised by	Andrew Clark
Pupil premium lead	Vicki Bell
Governor / Trustee lead	Amy Saturley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,770
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,866
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	£72,636

Part A: Pupil premium strategy plan

Statement of intent

At Westonzoyland Primary, our aim is to engage our children in enjoyable learning experiences which will enable them to develop the skills that they will need to succeed in a rapidly changing world. We hope to instil in them a lifelong love of learning which will motivate them to flourish. Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Westonzoyland, we are determined to provide the support and guidance they need to help them overcome these barriers by ensuring that we:

- *Provide a broad range of exciting learning activities*
- *assist all pupils to develop to their full potential by striving to cater for their different strengths, abilities and interests.*
- *provide an attractive, stimulating and safe environment where all pupils can learn and flourish.*
- *foster a range of attitudes, learning behaviours and values to support pupils' learning and personal development.*
- *promote physical development and a healthy lifestyle.*
- *forge positive and productive partnerships with parents and the community.*
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is about developing the necessary skills and values required to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.

3	Pupils have limited experiences beyond their home life and immediate community.
4	Conditions for learning: Many of our disadvantaged children arrive at school, not ready for the school day. Routines such as those around bed times and meal times, too often mean that these children's needs are not being met and that they don't come to school ready to learn.
5	There are a number of children with emotional and behavioural difficulties. These children have slow progress rates and require specific support to emotional regulate in and around their classrooms.
6	Early language development: Many of our children are coming to school with under-developed language skills and vocabulary gaps are most prevalent amongst our disadvantaged children. Without early intervention, these language gaps persist into KS2.
7	Reading and development of phonics strategies: A lack of reading materials and the confidence of parents to support reading at home negatively impacts the opportunities that our FSM children have to develop as confident, fluent readers.

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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by SENDCO.	End of summer data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Conditions for learning: Family support means that children come to school 'ready to learn' and make the most of the opportunities that school brings.	Sustained high levels of wellbeing as demonstrated by: • Low level recording of concerns • Attendance (including late mark) data • Pupil voice • Parent and teacher surveys

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	- PFSA/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to Nurture and ELSA sessions with trained staff - Vulnerable disadvantaged children are aware of who the PP champion is, who will meet with them regularly and provide support/alleviate barriers. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.	Westonzoyland's bespoke curriculum will provide pupils with exciting, varied and appropriately challenging learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
Vulnerable children who have behavioural and emotional difficulties are able to successfully access the curriculum and stay within their classrooms making good progress. Pupils have strategies to manage their feelings and learn to self-manage their learning behaviour. Pupils have access to emotional literacy support if needed. Pupils suffering from loss or bereavement have support	Line management meetings to ensure early identification of children with behavioural issues. Whole school behavioural data analysed and actions put into place for key individuals. Observations of learning and behaviour of pupils through learning walks, Regular liaison with external agencies Regular reporting back to class teachers and SENCO
Early language development: Language development gaps are closed at the earliest opportunity; disadvantaged children leave KS1 on par with their peers.	. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Those children engaged with the Talk Boost programme evidence good progress

	towards 'age related' appropriate levels of development.
Reading and development of phonics strategies: All children identified as disadvantaged develop their phonic skills so that they achieve the phonics standard at Year 1	Internal assessments show a rapid narrowing in the gap in phonics development between disadvantaged pupils and their peers. Pass rates for children at Yr1 in phonics show no gap in attainment for disadvantaged children.
Children's basic needs are met in order to ensure that they can access the school day to the best of their abilities. Vulnerable children are provided with the correct equipment and uniform in order to feel included as part of the school community and have access to free breakfast clubs and wrap around care.	Children arrive to school wearing the correct uniform. Children have adequate food and can access their learning, thus attainment improves. Parents are given greater opportunity to return to work due to a reduction in wrap around care costs making it more affordable.

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Allocation of funds for assessment materials to ensure that children are receiving targeted support tailored to their individual starting points.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	1
Provide targeted, structured interventions to children across whole school using	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see	1

catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by SENDCO Interventions to be carried out by experienced teachers and Teaching Assistants within school.	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	
CPD to be delivered to staff to ensure that they have a good understanding of barriers to learning and supporting children with social and emotional difficulties.	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	5
Improved approach to teaching Phonics and reading. Materials and training to support Early reading in order to provide early intervention and targeted support for our youngest learners	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 EEF educationendowmentfoundation.org.uk 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

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA's allocated to each class in order to support vulnerable learners and enable small group work for Maths and English. LSA's to provide targeted interventions in the afternoons to ensure	Small group tuition EEF educationendowmentfoundation.org.uk Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk	1

individual misconceptions and difficulties and addressed		
Testbase to be used termly in each class in order to identify vulnerable learners and provide targeted support and individualised instruction.	Individualised instruction EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintenance and review of new whole-school approach to behaviour • Audit of adult approaches to behaviour • Whole-staff training on new approach • Review of school Behaviour Policy	While most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. researchschool.org.uk Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	5
- Release time for SENDCO and PFSA to support families with high need SEN and Pupil Premium children.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,5
- PFSA/SENDCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Vulnerable children to be highlighted and supported through Nurture sessions and ELSA.	https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,4,5
Release time for SENDCO in order to build up a secure, understanding and caring relationship with particular	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

pupils in order to help them manage their behaviour Enhance sensory room/ SEN office to ensure that it is both a safe space and a space for behavioural incidents to be addressed and managed	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through allocated funding for PP children to access school trips and swimming lessons.	Provision of a range of initiatives to extend children's experiences see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Education Endowment Trust Toolkit	3
- Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils <90%. Increased awards for improving and good attendance.	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism, see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	4
Vulnerable children to be provided with a free breakfast club in order to enhance their social and emotional development and ease their transition into school. They will also be provided with a free balanced and nutritious breakfast.	Free school breakfast provision EEF	4,5
A reduction in cost for PP children attending wrap around care to ensure that the provision is affordable and can enable parents to return to work.	Wraparound childcare: guidance for schools and trusts in England (Page 36-38)	4

Total budgeted cost: £ £72,000

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 2023-24 academic year.

Our 2023-24 Pupil premium strategy had a significant focus on emotional and pastoral support in order to ensure children's basic needs were met, resulting in a greater ability to access the academic requirements of the curriculum. The intention was to ensure that children were ready to access the academic requirements and make accelerated progress. However, although a high proportion of PP children have at least maintained their current rate of progress (88% have maintained at least expected progress in Maths and Reading, 82% in writing), baseline data showed a significant attainment gap at the start of the year and not enough PP children have made accelerated progress in order to bridge that gap.

Particular cohorts have required intervention to ensure that rapid improvements are made. However, difficulties have been identified in these cohorts for all children, with results from non-pupil premium children being equally as poor.

Year group	No. of PP children	Maths		Reading		Writing	
		% ARE Sept 23	% ARE July 24	% ARE Sept 23	% ARE July 24	% ARE Sept 23	% ARE July 24
Year 3	5/22	40%	40%	40%	20%	40%	20%
Year 4	10/28	50%	30%	20%	20%	30%	10%
Year 5	9/27	33%	11%	33%	0%	33%	0%
Year 6	9/19	22%	67%	22%	67%	11%	67%
Total:	33/116	12/33 33%	12/33 33%	9/33 27%	10/33 30%	9/33 27%	9/33 24%

Key Stage 2 attainment: Baseline-end of year comparison or PP children reaching ARE

We have currently embedded a new assessment system and approach, which was trialled within the Year 6 classroom last year. This enabled the class teacher to identify the specific gaps in children's knowledge and address these. The data above shows that within this cohort, 100% of PP children made at least expected progress, and 89% of PP children made accelerated progress, with the original 22% ARE children achieving GD, and others moving from PKS to WTS. This demonstrates a clear impact on attainment through the use of PP funding.

A robust plan has been implemented and training has been provided for all teachers to ensure that there is targeted teaching in place, and interventions are designed to

address gaps in knowledge. Autumn term data has already shown that this is having an impact, with data for all learners, including our most vulnerable, improving rapidly.

Phonics continues to be a strength of the school, with 50% of PP children in this cohort passing their phonics screening, however there are a much lower proportion of PP children in this class compared to other cohorts (4/32) making the gap more significant (36%) than previously. Current data has indicated that this will be reduced with the new cohort of Year 1 and that children are leaving KS1 with a solid understanding of phonics.

'Teachers are experts in the delivery of phonic lessons. This supports pupils in the early stages of reading, to learn to read well.' Ofsted, Feb 2024

Behaviour has been a priority this year, and new policies and procedures have been put in place. This has had a significant impact on the culture and ethos of the school. Feb '23 Ofsted report commented that:

'The focus on developing pupils' positive attitudes to learning has been effective. Pupils follow the 'golden rules' and behave well. They are polite and treat each other with respect.' Ofsted, Feb '24

Behaviour is managed consistently and our inclusive ethos ensures that our most vulnerable learners have equal access to the curriculum, with support provided where required.

A new PFSA/ELSA has been appointed and they provide opportunities and support for our vulnerable children. Due to a high level of needs, The PFSA/ELSA role was increased to a full-time position to ensure a high level of support was provided for children and their families. This has been universally well received, with waiting times for ELSA and PFSA support reducing significantly, and a much larger number of children and families able to access the support they require. This has also enabled us to put early support in place to ensure that families are not at crisis point before they are able to access support. Entry and exit data for children receiving ELSA has shown consistently good progress, and a number of the children who have accessed ELSA over the past year have made good academic progress. Although a significant proportion of PP funding is allocated to ELSA/PFSA support, the service has been invaluable and has had a significant impact on the wellbeing and progress of our PP children and their families.

Our SEN room/sensory room/ELSA office and access to our ELSA and SENDCo has ensured that children feel safe and well supported, with a high proportion of PP children accessing these. In pupil interviews, children identify the ELSA and SENDCo as people that enable them to feel safe, listened to and supported. Additional release time for these staff members has allowed them to forge good relationships with these

children, and enabled them to assist class teachers when any issues arise. Ofsted stated that

'Pupils forge positive and warm relationships with adults. Pupils know that 'trusted' adults will help them if they have a worry or concern. As a result, pupils are happy and feel safe.' Ofsted Feb '24

demonstrating the impact of PP funding to provide the time and resources to enable them to do this.

Attendance for PP children is carefully monitored, with Ofsted commenting 'The robust monitoring system in place ensure that pupils attend well.' There are consistently good attendance levels for our PP children.' However, when this is not the case, robust monitoring ensures that this is challenged and that support is in place to increase attendance levels swiftly.

Children have been provided with a number of different opportunities this year, with funding being allocated to ensure that PP children are able to access school trips and enrichment activities alongside their peers. For example, 18 PP children had the cost subsidised to enable them to attend the Year 5/6 residential at Charterhouse in October and 33 children had swimming lessons subsidised in the summer term. Magic breakfast also continue to be very well attended, with children able to access a free, nutritious breakfast every school day during term time.

December 2025 update (2024-25)

Current Year group	No. of PP children	Maths		Reading		Writing	
		% ARE Sept 24	% ARE July 25	% ARE Sept 24	% ARE July 25	% ARE Sept 24	% ARE July 25
Year 2	3	-	67%	-	33%	-	33%
Year 3	6	33%	67%	50%	50%	50%	33%
Year 4	3/14	67%	67%	67%	67%	33%	33%
Year 5	5/22	40%	20%	20%	20%	20%	20%
Year 6	10/28	30%	20%	20%	20%	10%	0%
Year 7	9/27	11%	67%	0%	56%	0%	78%
Total:	36	12/33 33%	20/36 56%	9/33 27%	16/36 44%	9/33 27%	12/36 33%

Overall, the proportion of our pupil premium children reaching ARE or above has improved in all subject areas. However, some cohorts have performed considerably better than others. This is likely due to the significant focus that was placed on improving outcomes for our PP children in last years Year 6 cohort. This cohort have the

PP lead as their class teacher, who had trialled the targeted assessment system with the 2023-24 cohort, therefore is further along the journey than other class teachers. The improvement in results gives confidence that we will see improved results across the school when the system is further embedded. Further training will be provided to all class teachers to ensure that focus remains on bridging the gap for our most vulnerable children.

Phonics continues to be a strength, with 67% of PP children reaching the expected standard last year. Although there is still a low proportion of PP children in this cohort (3/21) the gap between PP and non-PP children was reduced to just 16%

Our robust pastoral support systems has continued to have a significant impact on the welfare of our PP children. Children and families accessing early support to ensure social and emotional needs are met, and attendance is a priority. The average attendance so far this year for Pupil Premium children is 95.3%, compared with a national average of 92.5%. For the 2024/25 year, average PP attendance was 91.81%. Strong relationships with families, regular monitoring and improved curriculum access have all greatly contributed to this progress. Recent pupil voice comments have also highlighted improved curriculum content and greater enjoyment of foundation subjects as a significant factor in their increased enjoyment of school, likely contributing to their increased attendance levels.

Behaviour has continued to be a focus, with a more robust recording and reporting system allowing for greater analysis of behaviour. This data will be available on the next update.

Providing a greater range of opportunities for our PP children has continued to prove a necessary use of our PP funding. PP children have been provided with subsidised swimming lessons, and the Year 6 residential was subsidised for 9 children to the Ultimate Adventure Centre in Devon and was a wonderful experience for all involved.

Magic breakfasts have been vital for some of our most vulnerable PP children, ensuring that they have a nutritious meal each morning and additional monitoring for safeguarding purposes and pastoral support. Magic breakfast is now regularly accessed by 6 PP families.

This year, our primary focus will be to continue to improve academic outcomes and reduce the gap between our Pupil Premium children and those who do not receive Pupil Premium. Further training will be provided to staff and increased monitoring will be provided in order to achieve this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Twinkl Phonics	Twinkl
Testbase assessments	Testbase
Spelling shed	EdShed