Pupil Premium Statement
Marie Weller Primary School Pupil Premium Strategy 2024/25

This statement details our school's use of pupil premium (for the 2023 to 2024 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	Marie Weller Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	10.23
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ms Andrea Curtis CEO
Pupil premium lead	D Cox Head of School
Governor / Trustee lead	Karen Falvey Chair of Trust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8398.25
Recovery premium funding allocation this academic year	£0
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	£8398.25

Pupil Premium Statement
Part A: Pupil premium strategy plan

Statement of intent

Marie Weller Primary School, located in Towcester, Northants, is now in its fourth year of operation. We remain committed to our high aspirations for all children and are determined to ensure that every child has the opportunity to achieve their full potential. While approximately 10% of our children are eligible for Pupil Premium, we are dedicated to using this funding effectively to deliver meaningful and lasting impact.

Our strategy is focused on supporting disadvantaged children to achieve good progress and reach or exceed age-related expectations, including those who are already high attainers. We understand that every child is unique, and there is no "one size fits all" approach. Identifying and addressing individual barriers to learning is at the heart of our work. By collaborating as a team of teachers, professionals, and families, we aim to create tailored support plans for each child.

High-quality teaching remains central to our approach, as it has the greatest impact on reducing the attainment gap while also benefiting all children. Alongside this, we implement targeted interventions to address specific needs and ensure accelerated progress. We are committed to early intervention, recognising that timely support is crucial for success.

Our Pupil Premium funding is allocated based on a robust needs analysis, informed by diagnostic assessments rather than assumptions. This ensures that resources are directed where they are most needed, whether to individuals, groups, or specific classes. By adopting a holistic and evidence-based approach, we aim to eliminate barriers to learning, build confidence, and foster motivation, ensuring that all children thrive at Marie Weller Primary School.

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Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with oral language and phonics than their peers. This negatively impacts their relationships and development as readers. We know that learning to read means reading to learn.
2	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Research shows that disadvantaged children may have knowledge gaps or limited background knowledge and find it difficult to retain/recall prior knowledge.
3	Observations and monitoring show that disadvantaged children are 20% less likely to access as many clubs as other children, both within and outside of school. This highlights a significant inequality of opportunity, as reduced participation limits their access to enriching experiences that help develop cultural capital. Without these opportunities, disadvantaged children may miss out on valuable social, cultural, and personal growth experiences that support their overall development and future aspirations.
4	Research shows that some disadvantaged children in receipt of PP funding often face significant challenges with their learning behaviours, particularly around emotional regulation. Higher levels of emotional distress and non-compliance can undermine their self-belief, determination, and resilience, leaving them less ready to engage with learning. This can also impact their ability to reflect on and evaluate their progress, leading to a lack of self-motivation and confidence to improve.
5	Parental engagement can be limited for some disadvantaged children who may have low attendance due to misconceptions around the importance of consistent learning.
6	Pupils may have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc). Families may have financial struggles with uniform and school related equipment.

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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 make at least expected progress in phonics. A higher percentage of disadvantaged pupils to achieve the phonics screening test standard.	• Pupils who have fallen behind in acquisition of phonics skills are quickly identified and tracked closely to ensure accelerated progress. • Regular intervention to close gaps is in place and reviewed regularly.
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children.	• Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. • Pupils who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. • Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and number. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data where available
Equal access to extra-curricular clubs and wider opportunities both within and beyond school, prioritising high-quality and authentic experiences in sports, music, curriculum enrichment, and residential trips to support the development of cultural capital.	• Disadvantaged children actively participating in a diverse range of extra-curricular clubs and accessing wider opportunities both in and out of school. • Increased representation of disadvantaged children in sports teams, music performances, and cultural events, demonstrating confidence and engagement. • Regular tracking and analysis of participation data by senior leaders to ensure disadvantaged children are accessing and benefiting from opportunities.

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	• Positive feedback from children and families about the quality and authenticity of experiences provided. • Evidence of improved cultural capital through participation in enrichment activities, as reflected in pupil voice and engagement in wider school life.
All children, including those in receipt of PP funding, will make measurable progress in developing self-organisation skills, resilience, and determination. They will gradually build confidence in regulating their emotions, working independently, and reflecting on their progress with increasing self-motivation and a positive mindset.	• Children can articulate the school's key learning behaviours, including resilience, self-organisation, and emotional regulation, and demonstrate these behaviours during the school day and, where possible, beyond school. • Monitoring tasks, such as learning walks and pupil discussions, show clear progress in age-appropriate self-organisation and independence, supported consistently by all staff. • Pupils demonstrate growing resilience by learning from mistakes and applying feedback constructively. Teachers model this through explicit strategies, such as 'thinking out loud' during lessons. • Support staff effectively challenge and guide disadvantaged children to develop independence, avoiding over-reliance on adult intervention. • Classroom observations and assessments reflect steady progress in self-motivation and confidence, with pupils increasingly taking ownership of their learning and reflecting on their progress.
Increase attendance rates for pupils eligible for PP.	• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance.
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad and varied curriculum All children have access to appropriate technology at home.	• The THLT curriculum will provide pupils with and exciting, varied curriculum. • Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable.

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Parents directly informed about provision and engaged with supporting learning at home. School works closely with parents to identify any additional barriers.	• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Any appropriate home learning will be offered to children who need support during class time so that they can use the internet and devices that are available in school. • Provision shared directly with parents by class teachers when necessary and specifically at parents' evenings.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	The best way to support PP children is known to be high quality teaching. This will positively affect children's attainment.	1, 2 & 4
Pupil Premium Leader Time	Monitoring and evaluation of PP ensures that children receive entitlement and strategy is met.	ALL
Senior Leader Time		ALL

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

Budgeted cost: £6448.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA/ HLTA interventions: - 1:1 or small group phonics - Daily reading - 1:1 or small group Maths - 1:1 or small group letter formation - EYFS Speech and Language assessment and resources	Increased achievement shown in key data points and analysis.	1, 2 & 4

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

Budgeted cost: £1950.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and Visits	Ensuring equity of access and participation to build sense of belonging and engagement.	6
Uniform		6
Enrichment Clubs		3 & 6
Parent / wellbeing meetings	Support for families – 1:1 basis	

Total budgeted cost: £8398.25

Pupil Premium Statement
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.

Interventions for phonics in particular were successful, with specific targeted guidance from both the Reader Leader and RWI consultant at regular points throughout the year to ensure appropriate targets were set. The school achieved a 93% pass rate in the Year 1 Phonics Screening Check, which is an improvement from 84% last year. All of our pupil premium children passed.

Y1-2 PP (4)	School EXS+ Baseline	PP EXS+ Baseline	PP EOY EXS+	School GDS Baseline	PP GDS Baseline	PP EOY GDS
Maths	79%	33%	25%	32%	33%	25%
Reading	74%	33%	25%	32%	33%	25%
Writing	53%	33%	25%	32%	33%	25%

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
Extra-curricular activities: Gymnastics Dodgeball Football	Freestyle Sports Academy
Music Lessons	NMPAT