

Marie Weller Primary School Pupil Premium Strategy Statement – 2025/26

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	35 pupils (14.1%)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	D Cox (Headteacher)
Pupil Premium lead	D Cox (Headteacher)
Governor / Trustee lead	John Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,800

Part A: Pupil premium strategy plan

Statement of Intent

At Marie Weller, we want every child to make good progress and achieve their best, no matter their background. Our goal is simple: we want our disadvantaged children to close the gap with their peers and flourish. We know that 65% of our disadvantaged cohort also have special educational needs, so we cannot have a 'one size fits all' approach. We are here to support every individual, whether they need extra help to catch up or are already flying high.

Great teaching is at the heart of what we do. It is the best way to help all children improve. We combine this with specific support where it is needed most, using the **EEF's tiered model** (Education Endowment Foundation) to ensure our choices are backed by strong research. For us this year, that means a real focus on **Writing** and foundational literacy, ensuring no child is left behind. We also ensure our spending aligns with the **DfE's menu of approaches**, prioritising strategies that we know have the biggest impact.

We also know that school is about more than just academic results; it is about belonging. With attendance for this group currently at **91%**, we are working hard to ensure school is a place where our children want to be. We want to create happy memories and a sense of togetherness, ensuring every child has access to our clubs, trips, and experiences. By looking after their well-being and making them feel valued, we know the academic success will follow.

Challenges

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

Challenge number	Detail of challenge
1	Foundational Literacy Gaps: Assessments, observations, and discussions with staff indicate underdeveloped oral language skills, vocabulary deficits, and difficulties with reading fluency and writing ability among some disadvantaged pupils. These foundational gaps are evident across year groups and disproportionately affect their access to the wider curriculum.
2	Attendance and School Belonging: Persistent absence among some disadvantaged pupils is negatively impacting continuity of learning. Diagnostic review indicates this low attendance is strongly correlated with a reduced sense of school belonging and confidence, rather than a lack of awareness of sanctions.
3	Social, Emotional, and Mental Health (SEMH) Barriers: A high proportion of disadvantaged pupils require additional support with anxiety, self-esteem, and emotional regulation, which hinders their readiness to learn and engagement in class. (65% of the cohort is on the SEN register).
4	Engagement and Participation: Improving opportunities available for disadvantaged children by providing financial support to increase participation

and engagement in wider-school activities, supporting access to wider enrichment and further supporting school belonging.

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
Academic Attainment	<ul style="list-style-type: none"> • 60% of disadvantaged pupils meet the Expected Standard in Reading, Writing, and Maths at KS2 (reflecting the high SEN% overlap). • The in-school attainment gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 10% at the Expected Standard. • Writing attainment increases from baseline of 18% to 40%+. • All disadvantaged high attainers continue to make sustained strong progress.
Attendance	<ul style="list-style-type: none"> • Increase attendance of disadvantaged pupils to 94% (from 91.1% baseline). • The overall unauthorised absence rate for disadvantaged pupils is reduced. • The percentage of disadvantaged pupils who are persistently absent is reduced from 32% to below 20%.
Wellbeing and Engagement	<ul style="list-style-type: none"> • Quantitative and qualitative data (e.g., student voice and staff observations) demonstrates sustained high levels of wellbeing and self-esteem. • A statistically significant increase in pupils reporting a strong 'sense of school belonging'. • Nurture Club utilised to support children in school with SEMH. • All disadvantaged pupils attend extra-curricular clubs of their choice. • Improved engagement in learning and positive attitudes towards school.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>Evidence shows that developing teacher expertise has the biggest impact on closing gaps. We have combined our training into a clear package to ensure everyone feels valued and skilled:</p> <ul style="list-style-type: none"> • We use 'Walkthrus' to deliver Rosenshine's Principles to ensure high-quality teaching in every classroom. • Literacy & Phonics: We invest in regular support from a Read, Write, Inc consultant and training in 'Fantastic Fundamentals' and vocabulary instruction. This ensures our team is expert in teaching reading and writing. • Specialist Skills: We provide Speech-Link and EEF Early Years training to help staff support communication needs from the very start. • Wellbeing: We train our team in the TRUST Programme, empowering them to support children's emotional regulation and happiness. 	1, 3
Leadership Capacity	<i>Providing dedicated release time for our English Lead to model best practice in writing lessons, observe teaching, and monitor progress. This directly addresses the identified gap in writing attainment by ensuring high-quality instruction across the school.</i>	1

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

Budgeted cost: £29,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Support	We are funding additional teaching and support staff capacity to run targeted small group workshops. This allows for smaller breakout groups specifically deployed to tackle writing stamina, composition, and phonics gaps. This approach allows children to receive immediate feedback and support, directly addressing the attainment gap in Writing (EEF Teaching and Learning Toolkit – Small Group Tuition +4 months impact).	1

Pastoral Mentoring & Support	Pupil well-being is integral to improving the chances and opportunities for children. Providing mentoring and coaching opportunities to those pupils who need it can have a significant impact on their self-worth, happiness and progress both academically and socially. (EEF Toolkit – Social and Emotional Learning +4 months impact).	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Club	This is an evidence-informed approach to supporting social, emotional and behavioural needs (Challenge 3) and promoting a sense of safety and belonging (Challenge 2). Giving pupils the opportunity to freely access a safe space at lunchtimes where they can engage in activities, supported by staff, improves their confidence and reduces potential conflict situations with peers.	2, 3
ELSA Support	Extensive evidence associates approaches with improved academic performance, behaviour, and relationships with peers. This support increases pupils' sense of school belonging and reduces absenteeism, which are key drivers of attainment and attendance.	2, 3
Drawing & Talking	Extensive evidence demonstrates improved confidence, reduced anxiety, and positive emotional regulation, which enhances a pupil's readiness to learn and engagement in the classroom. By fostering self-expression and mental well-being, this intervention directly addresses a key barrier to attainment (SEMH).	2, 3
TRUST programme	A targeted intervention for children that struggle to manage their emotions and/or behaviour, suffer anxiety or have low self-esteem using Forest School principles. Data is captured before and after from home, school and child to measure impact and effectiveness of the programme for individuals.	3
Uniform	Providing pupils with new uniform provides financial support for parents; encourages inclusion within the school community and amongst their peers; and raises self-esteem, self-worth and school belonging.	2, 3
Trip & Residential Costs	Funding cultural experiences and school trips is a key wider strategy. This dedicated fund ensures that every disadvantaged child attends key trips and residentials, building cultural capital and ensuring they share in the important memories made with their friends.	3, 4
Extra-curricular Activities Funding	Ensuring that all disadvantaged pupils can learn a musical instrument or participate in a fully-funded extra-curricular sports club provides experiences that they may miss out on due to additional costs. All teacher-led clubs are provided free-of-charge, enabling increased participation opportunities.	2, 4

Total budgeted cost: £ 51,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This table compares the attainment and progress of disadvantaged pupils in Years 1-6 compared alongside the whole school.

Context	A significant proportion (65%) of our disadvantaged pupils are also on the SEN register (including some with EHCPs), which is a significant factor in our strategy planning.
Maths	41% (7/17) met the expected standard (EXS+), with 6% (1/17) achieving greater depth (GDS).
Reading	41% (7/17) met the expected standard (EXS+), with 12% (2/17) achieving greater depth (GDS).
Writing	18% (3/17) met the expected standard (EXS+), with 6% (1/17) achieving greater depth (GDS).
Phonics (Y1 Check)	50% of the current Year 2 disadvantaged cohort (who took the check in Y1) met the expected standard (Score 32+).
Attendance	Disadvantaged attendance (2024/25) is 91.1%.

Review of Expenditure (2024/25)

In the previous academic year, we received **£26,054.67**. We focused on making every child feel valued.

Area of Spend	Cost	Impact / Context
Wider Strategies	£4,719.14	We spent £2,041 on uniforms, removing financial barriers for families. We also invested £2,678 in specialist music and sports coaches (NMPAT, Sports for All) to give children engaging experiences and memories.
Teaching & Targeted Support	£21,335.53	The majority of our funding was invested directly into teaching and support staff . This ensured our children received the daily, targeted support they needed to build their confidence and close learning gaps. Upward Progress: <ul style="list-style-type: none"> • Maths: Attainment rose from 25% (2023/24) to 41% (2024/25). • Reading: Attainment rose from 32% (2023/24) to 41% (2024/25). Challenges Remaining: <ul style="list-style-type: none"> • Writing: Attainment dropped to 18% (from 32%), confirming why Writing is our primary focus for this year.

		<ul style="list-style-type: none"> Phonics: The pass rate for this specific cohort was 50% (compared to 100% the previous year). This reflects the higher level of SEN within this specific group and highlights the need for continued rigorous intervention.
Total Expenditure	£26,054.67	All funding was fully utilised to support our pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Maths Hub	NCETM
Trust Programme	New Leaf Learning
Walkthrus CPD	AL Education
Speechlink	Speech & Language Link
ELSA Support	ELSA Support
Drawing & Talking	Drawing & Talking
Extra-curricular activities: Gymnastics, Dodgeball, Football	Sports for All
Cooking Club	Sports for All
Music Lessons	NMPAT