Pupil premium strategy statement – Marie Weller Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	302 (October 2026 census)
Proportion (%) of pupil premium eligible pupils	35 children (11.6%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027 (this is year 3)
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027, when the next three-year plan is written
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	£48,050 (DfE allocation for April 2026 to March 2027)
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*	£48,050

Part A: Pupil premium strategy plan

Statement of intent

At Marie Weller, we want every child to make good progress and achieve their best, whatever their background. This is the third and final year of our 2024 to 2027 plan. The school now runs from Reception to Year 5, and 35 children are eligible for the pupil premium, 11.6% of the school.

Great teaching is at the heart of what we do, because it is what helps disadvantaged children most. We combine it with targeted support where it is needed, using the Education Endowment Foundation's tiered model and the DfE's menu of approaches. Six of our 35 children are on the SEN register and a further nine are monitored for need, so support is planned child by child.

Last year the proportion of disadvantaged children at the expected standard in writing rose from 18% to 43%, though these are different groups of children each year, and they remain well behind their classmates in all three subjects. This year we focus on three things: writing, with boys' writing named; maths, where the gap is now widest; and attendance, which went the wrong way last year.

School is also about belonging. We want every disadvantaged child to come to school, feel part of it, and take part in our clubs, trips and experiences.

Challenges

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

Challenge number	Detail of challenge
1	Foundational literacy and maths gaps: assessments, observations and discussions with staff show gaps in oral language, vocabulary, reading fluency and writing. At the end of 2025-26, 43% of disadvantaged children in Years 1 to 4 were at the expected standard in writing, against 73% of other children. In maths the figures were 43% against 75%, now the widest gap. Of the children eligible now, 4 of 9 in Year 3, 1 of 6 in Year 4 and 2 of 5 in Year 5 were at the expected standard in maths last summer.
2	Attendance and school belonging: disadvantaged attendance was 90.34% in 2025-26, with 37% persistently absent. Low attendance is concentrated in a small number of families and is linked to a weaker sense of belonging and confidence, rather than a lack of awareness of the rules.

3	Social, emotional and mental health: a number of disadvantaged children need support with anxiety, self-esteem and emotional regulation, which affects their readiness to learn. Six of the 35 are on the SEN register and nine more are monitored for need.
4	Engagement and participation: removing the cost barriers to clubs, trips, residentials and uniform, so that disadvantaged children take part in school life and feel they belong.

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	• Reading: the 31 disadvantaged children in Years 1 to 5 at the expected standard rise from 53% to 55%, from their grades at the end of 2025-26 (Reception set targets differently and are not included). • Writing: from 37% to 42%, with the new Year 3 group and boys' writing the named focus. • Maths: from 50% to 55%, with the eligible children in Years 4 and 5 and girls in Year 4 the named focus. • We aim to narrow the gap to other children by 10 points in each subject, from 26 points in reading, 34 in writing and 27 in maths for these children at the start of the year. • Disadvantaged children working at greater depth continue to make strong progress.
Attendance	• Increase attendance of disadvantaged children towards 92% and above, the School Development Plan target (91.1% baseline, 90.34% in 2025-26, 92.7% at 7 October 2026). • Reduce unauthorised absence for disadvantaged children. • Reduce persistent absence from the 32% baseline to below 20% (37% in 2025-26, 6 of 35 children at 7 October 2026).
Wellbeing and Engagement	• Children's voice and staff observation show sustained wellbeing and self-

	esteem. • More disadvantaged children report a strong sense of belonging in the children's survey. • Nurture Club is used to support children with social, emotional and mental health needs. • Every disadvantaged child takes part in a club of their choice, with uptake tracked by group. • Every disadvantaged child goes on every trip and residential.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	Evidence shows that developing teachers' expertise has the biggest impact on closing gaps (EEF Pupil Premium Guide). • Literacy and phonics: Read Write Inc consultant support, Fantastic Fundamentals and explicit vocabulary teaching. • Maths: reasoning and problem solving in every unit, manipulatives and visual models at every attainment level in Years 3 to 5, and Mastering Number in Reception and Key Stage 1 (EEF Improving Mathematics in Key Stages 2 and 3). • Speech Link and EEF Early Years training, so staff support communication needs from the start. • The TRUST programme, so staff	1, 3

	support children's emotional regulation.	
Leadership Capacity	Release time for our writing lead to model writing lessons, look at books and check progress, with the disadvantaged Year 3 group and boys' writing as named priorities. Disadvantaged children are discussed by name at every progress meeting.	1

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

Budgeted cost: £27,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Support	Additional teaching assistant time for small-group work, delivered by trained staff to small groups (EEF Teaching and Learning Toolkit, small group tuition, +4 months): • writing groups for the new Year 3 disadvantaged group and Read Write Inc keep-up across Key Stage 1; • a weekly Year 4 maths group on the intervention timetable, and times tables recall work ahead of the Year 4 multiplication check in June 2027; • Speech Link and Language Link programmes for children identified at screening.	1
Pastoral Mentoring & Support	Mentoring and coaching for the children who need it, to build self-worth and confidence and support progress in class (EEF Teaching and Learning Toolkit, social and emotional learning, +4 months).	1, 2, 3

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

Budgeted cost: £10,500

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 children 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
MELSA support and TAMHS training	Our trained MELSA delivers targeted emotional literacy and mental health interventions for identified children, individually and in small groups. Staff complete TAMHS (Targeted Mental Health in Schools) training so that support is consistent across the school (EEF Teaching and Learning Toolkit, social and emotional learning, +4 months).	2, 3
Drawing & Talking	Evidence shows improved confidence, reduced anxiety, and positive emotional regulation, which enhances a child'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 children 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 trips and residentials so that every disadvantaged child goes, building cultural capital and sharing the memories made with their friends.	3, 4
Extra-curricular Activities Funding	All disadvantaged children can learn an instrument or join a funded club. Teacher-led clubs are free. Uptake is tracked by group (PP, SEND, gender) each term.	2, 4
Attendance: tiered support and closer monitoring	Caroline Lewis, Deputy Headteacher and senior attendance champion, leads disadvantaged attendance for the senior leadership team (DfE Working Together to Improve School Attendance). • Every disadvantaged child's attendance is checked weekly against the bands in the THLT Attendance Policy, with the step taken recorded in a case log. Punctuality is checked alongside absence. • Below 96%: notification email and signposting. Below 90%: Connections Meeting. Below 88%: formal action plan and Early Help offered (Tier 1). 85%: panel meeting (Tier 2). 80%: referral to MASH and the local authority (Tier 3). Below 50%: severe absence, local authority processes. • Disadvantaged attendance and persistent absence are reported to SLT weekly and to governors termly.	2
Free school meals eligibility checks	Free school meals now extend to all families on Universal Credit, but pupil premium does not. The office checks income for every application, so that families who qualify for the pupil premium are recorded and their children receive the support in this plan.	2, 4

Total budgeted cost: £48,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This section compares the attainment of disadvantaged children in Years 1 to 4 at the end of 2025-26 with other children in the same year groups. The school had no Year 5 or 6 in 2025-26, so there are no Key Stage 2 results.

Context: 30 disadvantaged children in Years 1 to 4 were assessed in the summer, 7 of them (23%) on the SEN register. Groups are small, so each child is worth about three percentage points. Comparisons with 2024-25 are between different groups of children (17 then, 30 now).

Maths: 43% (13/30) at the expected standard, 3% (1/30) at greater depth, against 75% of other children. Up from 41% in 2024-25. Now the widest gap, at 32 points, with 2 of 8 in last year's Year 3 and 2 of 6 in last year's Year 4.

Reading: 57% (17/30) at the expected standard, 10% (3/30) at greater depth, against 80% of other children. Up from 41% in 2024-25.

Writing: 43% (13/30) at the expected standard, 3% (1/30) at greater depth, against 73% of other children. Up from 18% in 2024-25, meeting the 40% target. Year 2 was the weakest group, at 1 of 10.

Phonics: 5 of 6 disadvantaged children (83%) met the expected standard in the Year 1 phonics screening check, against 68% of disadvantaged children and 82% of all children nationally. In Year 2, 3 of the 4 disadvantaged children retaking the check met it.

Early years: 2 of 5 disadvantaged children (40%) reached a good level of development, against 75% of other children.

Attendance: Disadvantaged attendance was 90.34% in 2025-26, below the 94% target, and persistent absence rose to 37% from the 32% baseline. This is why attendance has new actions in Part A.

Review of expenditure (2025/26)

In 2025-26 we received £42,658.50 of pupil premium funding (Trust finance report, 8 October 2026). All of it was spent, with nothing carried forward.

Wider strategies, £8,141.90: Specialist sports coaches (£2,945.80), peripatetic music lessons (£3,968.10) and uniform (£1,228.00). 31 disadvantaged children took up a club place during the year, 26 of them in a funded external club.

Teaching and support staff, trips and swimming, £34,516.60: Small-group and

pastoral support from teaching assistants, writing lead release and CPD, and trip and swimming costs for disadvantaged children. The Trust finance report records these as one balance and does not split it by activity. Reading rose from 41% to 57% and writing from 18% to 43%. Maths rose only from 41% to 43%, which is why maths has a named group and new actions this year.

Total expenditure, £42,658.50.

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
Speech Link programmes (delivered by PP-funded staff)	Speech & Language Link
Read Write Inc keep-up (delivered by PP-funded staff)	Ruth Miskin Training
Talkabout (delivered by PP-funded staff)	Speechmark (Alex Kelly)
Drawing & Talking (delivered by PP-funded staff)	Drawing & Talking
Extra-curricular activities: Gymnastics, Dodgeball, Football	Sports for All
Cooking Club	Sports for All
Music Lessons	NMPAT