



Webheath, Academy Primary School

Pupil premium strategy statement 2024–2025

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Webheath Academy Primary School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	49 (11%)
Academic year/years that our current pupil premium strategy plan covers.	2024-2025
Date this statement was published	Before 31 st December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Hollie Heffernan – Interim Head Teacher
Pupil premium lead	Jayne Woodward
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Based on £1,345 per pupil – £65,409
Recovery premium funding allocation this academic year	Funding for the recovery premium grant finished at the end of the 2023 to 2024 academic year.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0,000
Total budget for this academic year	£65,409 currently

Pupil premium strategy plan

Statement of intent

At Webheath Academy Primary School, we maintain high expectations for all our children. We provide a stimulating, caring, and inclusive environment, firmly believing that with high-quality adaptive teaching as the cornerstone of our educational approach, personalised learning opportunities, and targeted support, every child can achieve their full potential.

Our philosophy encompasses inclusive practices that benefit all children, adopting key interventions and strategies at a whole-school level. We believe that such comprehensive approaches are instrumental in improving outcomes for our disadvantaged children while simultaneously enhancing the educational experience for all children at Webheath Academy.

In making decisions regarding the allocation of our Pupil Premium Funding, we have conducted a thorough analysis of our data and have engaged with a range of reputable research sources, including findings from the Education Endowment Foundation. By employing an evidence-based approach, we strive to ensure that our strategies are effective and tailored to meet the diverse needs of our school community, ultimately fostering an environment where every child can flourish.

Challenges

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

Challenge number	Detail of challenge
1	The school has identified that children are facing significant social, emotional, and mental health challenges that are impacting their well-being and development.
2	The school has identified that a significant proportion of children who are PP are also known to have additional, individual needs, impacting the rate of progress, which the school finds challenging to show.
3	School-wide attainment data identifies that reading and writing attainment is lower for children eligible for PP than for other pupils.
4	The school has identified that children eligible for PP are less likely than others to have a breadth of experiences that enable them to contextualise their learning.

Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children who are facing significant social, emotional, and mental health challenges that are impacting their well-being and development are supported in school so that their needs are addressed.	<ul style="list-style-type: none">• Improved Mental Health Outcomes.• Enhanced Social Skills and Emotional Resilience.• Stronger Academic Engagement. Supportive School and Home Environments.• Increased Awareness.• Availability of Preventative and Early Intervention Resources.
Teachers can measure small steps of progress for individual children through monitoring academic achievement enabling them to plan specific, tailored learning opportunities that cater to children's individual needs.	<ul style="list-style-type: none">• Improved outcomes in core subjects.• Progress of these individual children will align more closely with their peers, therefore narrowing the gaps.• Opportunities for all children will be improved and increase engagement.
Improvements in progress & attainment in reading – especially for PP children – measurable through teacher assessment	<ul style="list-style-type: none">• Improvement in reading writing and literacy skills for children.• Progress of these individual children will align more closely with their peers, therefore narrowing the gaps.• As reading and writing skills improve, students may feel more confident in their abilities. Increased confidence can lead to greater engagement in learning, higher participation
Children have a breadth of experiences that enable them to contextualise their learning.	<ul style="list-style-type: none">• Experiences and visitors planned for all children throughout the year, at a reduced cost to those eligible for PP• Support for those children eligible for PP to attend Wrap Around Care at a reduced cost.• Additional support and resources available for OPAL lunchtimes

Activity in this academic year – 2024 - 2025

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

Teaching (for example, CPD, recruitment, and retention)

Budgeted cost: £35,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit a dedicated pastoral staff member who can work alongside our access and inclusion lead to provide tailored interventions for emotional regulation, conflict resolution, and building resilience.	EEF Social and Emotional Learning.pdf Improving behaviour in schools The tiered approach to Pupil Premium spending Education Endowment Foundation Social and emotional learning EEF Behaviour interventions EEF Parental engagement EEF	1
Investing in a high-quality assessment tracker for teachers to record small steps progress and improve outcomes for all children.	The tiered approach to Pupil Premium spending Education Endowment Foundation	2 3
Provide Whole staff CPD (Dedicated pastoral staff member, TAs, Teachers and SLT) in Trauma-informed practices,	EEF Social and Emotional Learning.pdf Improving behaviour in schools Social and emotional learning EEF Behaviour interventions EEF	1 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. All Grade 3 TAs providing targeted, structured interventions to children across the whole school. Interventions monitored by Access and Inclusion Lead. (Intervention support for Social and Emotional needs, Maths, Reading Phonics, and Speech and Language)	Small group tuition EEF Teaching Assistant Interventions EEF	2 3
2. SENDCo (non-class based) to support targeted interventions.	Social and emotional learning EEF Behaviour interventions EEF Small group tuition EEF Five-a-day-poster 1.1.pdf	1 2 3
3. Additional Educational Psychology service, Learning Support Team, and Complex Communication Needs Team purchased when required to support.	Social and emotional learning EEF Behaviour interventions EEF	1 4
4. Additional TA support in classrooms to support progress.	Social and emotional learning EEF Behaviour interventions EEF TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf Teaching Assistant Interventions EEF	1 2 3
5. Family Support Worker employed directly by the school to work two days each month supporting children and their families.	Social and emotional learning EEF Behaviour interventions EEF Parental engagement EEF	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. School staff includes a Behaviour Lead, DSL team, Mental Health First Aiders, and a Family Support Worker with the aim that there are improved outcomes for children experiencing significant social, emotional, and mental health challenges that are impacting their well-being and development.</p>	<p>Social and emotional learning EEF Behaviour interventions EEF Parental engagement EEF</p>	<p>1 4</p>
<p>2. Experiences and visitors planned for all PP Pupils across the year at reduced cost. Extra-curricular activities allow children to participate in experiences not otherwise provided to support those pupils experiencing trauma from adverse childhood experiences, who have affected learning behaviours or social and emotional needs are supported in school, by their peers and the feeling of inclusion.</p>	<p>Physical activity EEF Arts participation EEF Social and emotional learning EEF Parental engagement EEF</p>	<p>1 4</p>
<p>3. Support for staff and resources linked to OPAL lunchtimes providing great play experiences for all children, encouraging increased resilience, collaboration, and inclusion</p>	<p>Physical activity EEF Social and emotional learning EEF</p>	<p>1 4</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2023- 2024)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

During the academic year 2023-24 Pupil Premium numbers have remained consistent with families affected by the cost-of-living crisis and more families need support.

Challenge 1 – Low baseline in literacy, communication and language and gaps in phonics in Early years and Key Stage 1.

Assessments and observations show that a focus on language skills and the continued implementation of the oracy programme have had a positive impact on outcomes.

Challenge 2 – Poor oracy and language skills, including speech and language difficulties and lack of exposure to a wide range of vocabulary.

Assessments and observations show that a focus on language skills and the continued implementation of the oracy programme have had a positive impact on outcomes.

Challenge 3 – Trauma from adverse childhood experiences, influencing learning behaviours and affecting children physically and mentally.

The Family support worker has enabled us to signpost families for support during the academic year 2023-2024. Support from outside agencies including the PRU, an educational psychologist has enabled us to use a collaborative approach to supporting children experiencing trauma.

Challenge 4 – Metacognition and self-regulation managing emotions, thoughts and feelings, Lack of belief in themselves and what they can achieve.

The introduction of a Family Support Worker has enabled us to signpost families for support during the academic year 2023-2024. Alongside our ELSA trained TA and Trauma Informed trained SENDCo, we have been able to support the pupils in managing their emotions and improving self-esteem.

Challenge 5 – Lower attendance, particularly during Covid lockdowns and higher rates of persistent absenteeism of PP/disadvantaged children.

A continued focussed approach has meant that during the academic year 2023-24 attendance for PP/disadvantaged children has improved and is line with those who are not PP/disadvantaged. In addition, there are some children/families whose attendance remains lower than expected. We have worked with these families, had involvement from the family support worker and outside agencies (PRU)