Webheath, Academy Primary School
Pupil premium strategy statement 2025–2028 (3 year plan)

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	434 inc. Nursery
Proportion (%) targeted pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers.	2025-2028
Date this statement was published	Before 31st December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rebecca Gordon
Pupil premium lead	Emma Clifton
Governor / Trustee lead	Emma Kumar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	*Based on 26/27 budget* *£85,960*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0,000

Total budget for this academic year	£85,960

Pupil premium strategy plan
Statement of intent

At Webheath Academy Primary School, we are committed to being the best that we can be, learning, creating and growing together. We believe that every child, regardless of their background, starting point or individual circumstances, deserves the opportunity to **achieve, thrive and experience a strong sense of belonging**. We have high aspirations for all pupils and are committed to ensuring that disadvantage is never a barrier to success.

Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils can access the full curriculum, achieve highly and develop the knowledge, skills and cultural capital they need for future success. We recognise that disadvantage is not a label and that pupils face different barriers to learning. We believe that disadvantaged pupils lack opportunity, not potential, and therefore maintain the highest expectations for all.

Our strategy adopts a tiered approach focused on:

- High-quality teaching for all pupils.
- Targeted academic support.
- Wider strategies to address attendance, behaviour, wellbeing and engagement.

High-quality teaching is at the heart of our approach because evidence shows it has the greatest impact on improving outcomes for disadvantaged pupils while benefiting all learners. We are committed to providing an ambitious, inclusive and engaging curriculum that enables every pupil to succeed.

Our decisions are informed by evidence, robust assessment and a deep understanding of our pupils and families. We use a range of assessment tools, pupil voice, attendance and wellbeing information, parental engagement and staff knowledge to identify barriers and target support effectively. Rather than making assumptions, we seek to understand and address the underlying causes of disadvantage through strong relationships and partnership working with families.

Principles Underpinning Our Strategy

Our strategy is guided by the following principles:

- High-quality teaching has the greatest impact on outcomes.
- Assessment, not assumption, informs decision-making.
- Disadvantaged pupils are viewed through their strengths and potential, not labels.

- Relationships, belonging and inclusion are fundamental to success.
- Partnership with families is essential.
- We address underlying barriers rather than simply responding to symptoms.
- All approaches are evidence-informed and evaluated for impact.

Through this approach, we aim to ensure that all pupils at Webheath achieve highly, thrive personally and socially, and develop a strong sense of belonging, enabling them to become the very best that they can be.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils through gathering parent and pupil voice, analysis of attendance, attainment and behaviour data

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 sense of belonging, achievement and well-being.
2	School-wide attainment data identifies that writing attainment is significantly lower for children who are eligible for PP than for other pupils. Currently the gap is greater than national figures
3	The school has identified that children are less confident to to communicate effectively and articulate their ideas this impacts on their ability to engage successfully in learning and wider school life, and achieve highly across the curriculum.
4	School has identified that overall attendance for children eligible for PP is lower than their peers, and they are at greater risk of persistent absenteeism.

Intended outcomes

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

Intended outcome	Success criteria
Pupils eligible for Pupil Premium demonstrate improved wellbeing, resilience and engagement in school, enabling them to achieve, thrive and experience a strong sense of belonging.	• Pupil voice indicates that disadvantaged pupils feel safe, valued and included in school. • Sustained increased participation of disadvantaged pupils in school activities, enrichment opportunities and leadership roles. • Reduction in behaviour incidents and emotional regulation concerns for identified pupils. • Pastoral interventions demonstrate positive impact on wellbeing and engagement. • Disadvantaged pupils consistently demonstrate positive attitudes to learning.

Attainment and progress in writing for disadvantaged pupils improve, reducing the gap between disadvantaged pupils and their peers.	• The proportion of disadvantaged pupils achieving age-related expectations in writing increases. • Internal assessment data demonstrates strong progress from individual starting points. • Pupils produce writing of increasing quality, accuracy and stamina across the curriculum. • More disadvantaged pupils are working at or above age-related expectations. • The attainment gap between disadvantaged pupils and their peers narrows over time.
Disadvantaged pupils develop strong oracy skills, enabling them to communicate effectively, articulate their ideas with confidence, engage successfully in learning and wider school life, and achieve highly across the curriculum.	• Disadvantaged pupils demonstrate increased confidence in speaking and listening across a range of contexts. • Pupil voice and classroom observations indicate improved participation in discussions, collaborative learning and presentations. • Pupils use a wider and more ambitious vocabulary when speaking and explaining their thinking. • Teachers report improved engagement, confidence and verbal reasoning across the curriculum. • Improved oracy contributes to stronger outcomes in reading, writing and the wider curriculum.
Attendance for disadvantaged pupils improves and persistent absence reduces, enabling pupils to access learning consistently and engage fully in school life.	• Attendance for disadvantaged pupils improves and moves closer to that of their peers. • The percentage of disadvantaged pupils who are persistently absent reduces. • Targeted pupils and families engage positively with attendance support and intervention. • Disadvantaged pupils access learning more consistently and demonstrate improved engagement and achievement. • Pupils report feeling connected to school and motivated to attend regularly. .

Activity in this academic year – 2026 - 2027

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

Teaching

Budgeted cost: £38,682

Activity – Teaching	Evidence that supports this approach	Challenge number(s) addressed
Achievement Continue to develop high-quality teaching through instructional coaching and professional development Using lesson visits, learning walks and coaching conversations to improve adaptive teaching for disadvantaged pupils. Provide staff training on metacognition, effective feedback and scaffolding. Embed a consistent whole-school approach to writing, incorporating explicit instruction, modelling, feedback and opportunities for purposeful writing across the curriculum. By use shared writing and teacher modelling in all year groups. Explicitly teaching sentence construction, grammar and transcription skills. Using Writers' Toolbox to support pupils in improving and evaluating their writing. Providing regular opportunities for extended writing across the wider curriculum. Ensuring disadvantaged pupils receive timely verbal feedback and opportunities for immediate improvement. Implement a structured whole-school oracy approach over 2 years, including vocabulary instruction, discussion protocols, sentence stems and opportunities for high-quality talk in every classroom. Introduce agreed discussion routines and talk protocols across the school. Using sentence stems and speaking frames to support pupils in articulating their thinking in reading lessons. Explicitly teach active listening, discussion and presentation skills. Planning opportunities for partner talk, collaborative problem-solving and debate within lessons. Ensure assessment is used effectively to identify barriers, inform adaptive teaching and close gaps swiftly. Use Star Reading, Star Maths, Nessy and teacher assessment to identify gaps in learning. Hold half termly pupil progress catch up pupil progress meetings to identify progress towards removal of barriers and impact. Use responsive grouping to address misconceptions quickly. Ensure all teachers are adapt lessons based on ongoing formative assessment.	*Effective Professional Development Guidance Report* identifies that sustained professional development focused on classroom practice improves teaching quality and pupil outcomes. *Metacognition and Self-Regulation* (+8 months average progress) supports teaching approaches that help pupils plan, monitor and evaluate their learning *Feedback* (+6 months) is one of the highest-impact, low-cost approaches when implemented effectively. *Oral Language Interventions* show an average of +6 months additional progress, with particularly strong evidence in primary schools and for disadvantaged pupils. Approaches include structured discussion, vocabulary instruction and purposeful classroom talk. [educatione...ion.org.uk], [educatione...ion.org.uk] EEF guidance highlights oral language as a tool for developing understanding, reasoning and metacognition. [educatione...ion.org.uk] *Special Educational Needs in Mainstream Schools* guidance emphasises the use of accurate assessment to identify barriers and adapt teaching appropriately. *Metacognition and Self-Regulation* supports responsive teaching based on understanding how pupils learn and what they have retained	

Thrive Develop staff expertise in supporting pupils' social, emotional and mental health needs through professional development and inclusive classroom practice. Embed consistent approaches to emotional regulation, positive relationships and behaviour for learning. Teach emotional literacy through the PSHE curriculum. Use regulation tools where appropriate. Create classroom environments where pupils feel safe, supported and respected. By ensuring pupils know trusted adults they can approach and have regular opportunities for check-ins and relationship-building. **Belonging** Foster a culture of high expectations, inclusion and belonging across all classrooms. Strengthen relationships between staff and pupils through consistent and relational practice. Ensure disadvantaged pupils are fully represented and included within all aspects of school life.	*Social and Emotional Learning (SEL)* approaches show approximately +3 months additional progress whilst improving emotional wellbeing and attitudes towards learning S*ocial and Emotional Learning* supports pupils in managing emotions, setting goals and maintaining positive relationships. [educationе...ion.org.uk] EEF's *Improving Behaviour in Schools* guidance recommends explicitly teaching behavioural routines and self-regulation strategies. S*ocial and Emotional Learning* evidence highlights the relationship between positive relationships, engagement and learning outcomes. [educationе...ion.org.uk] EEF's *Improving Behaviour in Schools* guidance identifies positive relationships as a foundation for success.	

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

Budgeted cost: £30,086

Activity	Evidence that supports this approach	Challenge number(s) addressed

Achievement Deliver targeted writing support for pupils identified through assessment, including pre-teaching, scaffolding and guided writing opportunities. Run short-term writing interventions focused on identified gaps. Pre-teach vocabulary and key concepts before whole-class learning. Use same-day intervention to address misconceptions promptly. Provide targeted vocabulary and language support for pupils requiring additional development of communication skills. Provide speech and language activities for identified pupils. Use explicit vocabulary instruction before introducing new units of work. Target pupils with low confidence in communication through structured speaking opportunities. Implement evidence-informed interventions where assessment identifies specific barriers to learning. Deliver precision teaching for identified literacy or communication needs. Regularly review progress to ensure support remains responsive and impactful. Thrive Provide timely pastoral interventions for pupils experiencing social, emotional or mental health challenges. Including ELSA-style interventions, mentoring for vulnerable pupils. Conduct regular pastoral reviews for targeted pupils. Use pupil voice to identify barriers and monitor impact. Deliver targeted nurture and emotional literacy support for identified pupils. Work with external professionals where specialist support is required. Use pupil voice and individual support plans to ensure provision meets identified needs. **Belonging** Foster a culture of high expectations, inclusion and belonging across all classrooms. Strengthen relationships between staff and pupils through consistent and relational practice. Through check in/check out systems with key adults,	*Small Group Tuition* typically leads to around +4 months additional progress. [educationе...ion.org.uk], [dera.ioe.ac.uk] EEF's *Guide to the Pupil Premium* identifies targeted academic support as an effective complement to quality-first teaching. *Oral Language Interventions* (+6 months) demonstrate strong impact on communication, comprehension and wider attainment. EEF's implementation guidance emphasises using diagnostic information to match support precisely to need. Targeted support is most effective when informed by robust assessment and linked to classroom learning. *Social and Emotional Learning* approaches can improve both wellbeing and academic outcomes when delivered effectively EEF SEND guidance advocates identifying needs early and using targeted support informed by professional expertise and assessment. Whilst mentoring shows a relatively modest attainment impact (+2 months), it can support engagement and relationships where carefully targeted	2

Ensure disadvantaged pupils are fully represented and included within all aspects of school life.		

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

Budgeted cost: £17,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement Increase access to enrichment opportunities that broaden pupils' experiences, vocabulary and cultural capital. Monitor participation rates in extracurricular activities. Create opportunities for pupils to develop leadership, teamwork and performance skills. Through school council, pupil leadership and ambassador roles. Encourage participation in assemblies, performances and community events. Introduce reading ambassadors and peer-support opportunities.	*Whilst enrichment itself is not a discrete Toolkit strand, EEF guidance highlights the importance of promoting engagement, motivation, cultural capital and belonging, particularly for disadvantaged pupils.* *Social and Emotional Learning approaches support confidence, self-efficacy and participation.*	1

Promote reading, language and communication through wider curriculum experiences, educational visits and extracurricular opportunities.		
Thrive Provide access to clubs, enrichment activities and leadership opportunities that develop confidence, resilience and self-esteem. Engage families and external agencies to provide coordinated support where barriers to learning extend beyond the classroom. Monitor wellbeing, engagement and participation to identify needs early and provide effective intervention.	*Parental Engagement* demonstrates around +4 months additional progress and is most effective when relationships are strong and communication is purposeful and personalised	1 3
Belonging Implement a robust attendance strategy, including early identification, regular monitoring and targeted intervention for pupils at risk of persistent absence. Including **Attendance mentoring, Individual attendance improvement plans, Check-in/check-out systems with key adults, Transition support plans for vulnerable pupils.** Strengthen partnerships with families through regular communication, attendance meetings and collaborative problem-solving. By hold regular meetings with families where concerns are identified, signpost parents to external support services, providing workshops and resources to support learning and wellbeing at home Increase participation in enrichment, pupil leadership and wider school opportunities to strengthen pupils' sense of belonging. Ensure vulnerable pupils are supported effectively during key transition points.	The EEF's *Working with Parents to Support Children's Learning* guidance and *Parental Engagement* strand highlight the importance of strong partnerships with families in addressing barriers such as attendance, behaviour and wellbeing. [educationе...ion.org.uk] EEF attendance research consistently emphasises early identification and personalised support rather than punitive approaches. *Parental Engagement* (+4 months) is most effective when communication is positive, specific and focused on learning EF guidance on disadvantage highlights participation, belonging and access to wider opportunities as important protective factors for disadvantaged pupils.	

Part B:

Review of outcomes in the previous academic year
Pupil premium strategy outcomes (2025- 2026)

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

During the academic year 2025-26 Pupil Premium numbers have remained consistent with families affected by the cost-of-living crisis and more families needing support.

Data for 25/26 was as follows:

Attendance: PP 93.2% Non PP 95.4% *Persistent Absentees:* PP 26.3% Non PP 9.5%

Attainment RWM Combined:

End of KS2: PP 66.7% Non PP %

KS2 combined pp 66.7% non pp 74%

KS2 maths pp 91.7% non pp 89%

KS2 reading pp 75% non pp 80.4%

KS2 writing pp 66.7% non pp 80.4%

KS2 SpaG pp 75% non pp 80.4%

Phonics PP 100% non pp

EYFS PP 50% Non PP 69%

Reading % of PP reaching EXS or higher increased from 48% to 58.3%

Writing % of PP reaching EXS or higher decreased from 48.5% to 41.7%

Maths % of PP reaching EXS or higher increased from 51.5% to 55.6%

Club participation: PP 79% significant increase on the previous year Non PP 55%

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.

Outcome:

- A **Pastoral Support Lead** was employed to provide targeted support for vulnerable pupils and families.
  - Positive impact: reduced behaviour incidents, and stronger pupil engagement in learning.
- The **SENDCo delivered specific interventions**, including Lego Therapy, to support social skills, collaboration, and emotional regulation.
  - Positive impact: children developed stronger peer relationships, improved confidence, and better self-regulation.
- An **Educational Psychologist** worked with a targeted cohort of disadvantaged pupils.
  - Provided direct assessments and worked with teachers to embed whole-class regulation strategies in classes with higher levels of PP.
  - Positive impact: calmer learning environments, improved classroom readiness, and greater staff confidence in supporting SEMH needs.
- **Mentors were introduced** for individual children requiring additional support.
  - Positive impact: pupils benefitted from consistent adult relationships, improved self-esteem, and greater resilience.
- All staff received training in **Trauma-Informed Practice**.
  - Positive impact: increased staff confidence in addressing SEMH needs, consistent whole-school approaches, and improved pupil self-regulation.

Overall impact: These combined strategies have led to improvements in pupils' well-being, confidence, and engagement, providing a stronger foundation for sustained academic progress.

Challenge 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.

Outcome:

- **Systems were trialled** to support accurate identification of small steps of progress for pupils with PP and additional needs.
  - Positive impact: school recognised the complexity of tracking incremental progress effectively, SENDCO has identified the need to improve current IPM writing practice to reflect small steps and progress more accurately.
- The **SENDCo worked closely with specific pupils** to identify barriers to learning and coordinate support.
  - Positive impact: individual learning plans were developed, tailored to pupils' specific needs, and barriers were addressed proactively.
- **External specialist agencies were employed** to support pupils with identified needs, including:

- Chadsgrove outreach support
- Dyslexia assessment and intervention
- Umbrella Pathway referral
- Positive impact: pupils received expert guidance, targeted interventions, and strategies that were embedded into classroom practice, supporting sustained progress.

Overall impact: These measures improved the identification and support of pupils with additional needs, enabling more precise intervention and better tracking of progress. This will now be embedded to improve progress for future learning.

Challenge 3. School-wide attainment data identifies that reading and writing attainment is lower for children eligible for PP than for other pupils.

Outcome:

- Specialist **TA-led interventions** and additional **classroom TA support** were implemented to provide targeted support in reading and writing.
  - Positive impact: pupils received more focused support, though overall attainment gaps remained, highlighting the need for further refinement.
- Analysis showed that current provision **did not have sufficient impact** on closing gaps, prompting a review of practice.
- In response, the school has:
  - Provided **further specific training** for teachers and TAs on meeting the needs of disadvantaged pupils in literacy.
  - Scheduled **dedicated planning time** for teachers and TAs to co-ordinate interventions and classroom support.
  - **Restructured the use of TAs** to ensure targeted support is delivered at the point of greatest impact, both in small groups and within the classroom.

Impact/learning: These actions have strengthened the school's capacity to deliver high-quality, evidence-informed support. While attainment gaps remain between PP and non PP children, the school has a clear strategy to accelerate progress for disadvantaged pupils in reading and writing.

Challenge 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.

Outcome:

- **Planned experiences and visitors** were provided for all PP pupils throughout the year, often at reduced or no cost.
  - Positive impact: pupils accessed cultural, educational, and social experiences they might not otherwise have had, enhancing engagement and supporting learning across the curriculum.

- **Extra-curricular activities** were made available for PP pupils, including free clubs and trips throughout the school year. Whole class and smaller group activities were planned, including a focus on careers, to raise aspirations for all.
    - Positive impact: these activities promoted positive learning behaviours, social and emotional development, and a sense of inclusion and belonging among peers. Pupils reported raised aspirations and curiosity for future experiences.
- **Support for staff and resources linked to OPAL lunchtimes** provided high-quality play experiences for all pupils.
    - Positive impact: children demonstrated increased resilience, collaboration, and social skills, contributing to overall well-being and readiness to learn. Children had opportunity to develop leadership skills as OPAL ambassadors, supporting increased self-esteem and self-worth.

Overall impact: These steps have promoted inclusion, resilience, and social-emotional development, helping disadvantaged pupils engage more fully in school life. Next steps will enhanced pupils' cultural capital and widen their experiences through a cohesive personal development curriculum and wider enhanced opportunities.