

Pupil premium strategy statement 2024 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Weston on Trent C of E Primary school
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026
Date this statement was published	01/10/24
Date on which it will be reviewed	01/10/25
Statement authorised by	Mark Hibbert
Pupil premium lead	Mark Hibbert
Governor / Trustee lead	Phil Curnock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,960 Current FSM / Ever 6 27 x £1480 £340 Ever 6 service 1 x £340 £7710 post adoption 3 x 2570
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	£48,010

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is 'Let Your Light Shine'. This articulates our desire to treat every child as an individual and to ensure that they are supported and empowered in order to achieve their individual potential. Part of this is supporting the children in seeing themselves as learners, having self-respect and being ambitious for the future.



In order to develop our strategy, we look at each individual child's unique circumstances, progress and needs to target our actions to ensure that we are maximising the benefit of their funding for them.

We give our children the best possible life-chances and recognise that good academic outcomes give the children more choices when they are older. We understand that there can be non-academic barriers to learning which must be addressed in order to enable children to learn.

We take a longer-term view and focus on activities that will increase our capacity as a school to support the children over a number of years rather than just for one term or academic year.



Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- To enable our children to become articulate communicators who are confident and able to present ideas, share their viewpoint and articulate their feelings.
- Narrowing the attainment gap between disadvantaged pupils and their peers
- To build resilient and confident individuals by supporting our children's health and wellbeing so that they become self-regulated learners who are able to manage, monitor and evaluate their learning and emotions independently and effectively
- To allow disadvantaged children to have opportunities which are suitable for their age and phase to build cultural capital

Our Implementation Process

We believe in evidence-based interventions and approaches. Utilising the EEF implementation guidance we will:

Explore

Identify a key priority that we can address

Systematically explore appropriate programmes and practices

Examine the fit and feasibility with the school

Prepare

Analyse the needs of our children in receipt of Pupil Premium.

Develop a clear, logical and well-specified plan

Make practical preparations

Deliver

Support staff and solve any problems using a flexible approach

Reinforce initial training with follow-on support

Achieve fidelity the chosen schemes used

Sustain

Continually acknowledge, support and reward good implementation practices

Build skills and knowledge in the teaching team to enable the delivery of successful interventions in the longer term

Monitor

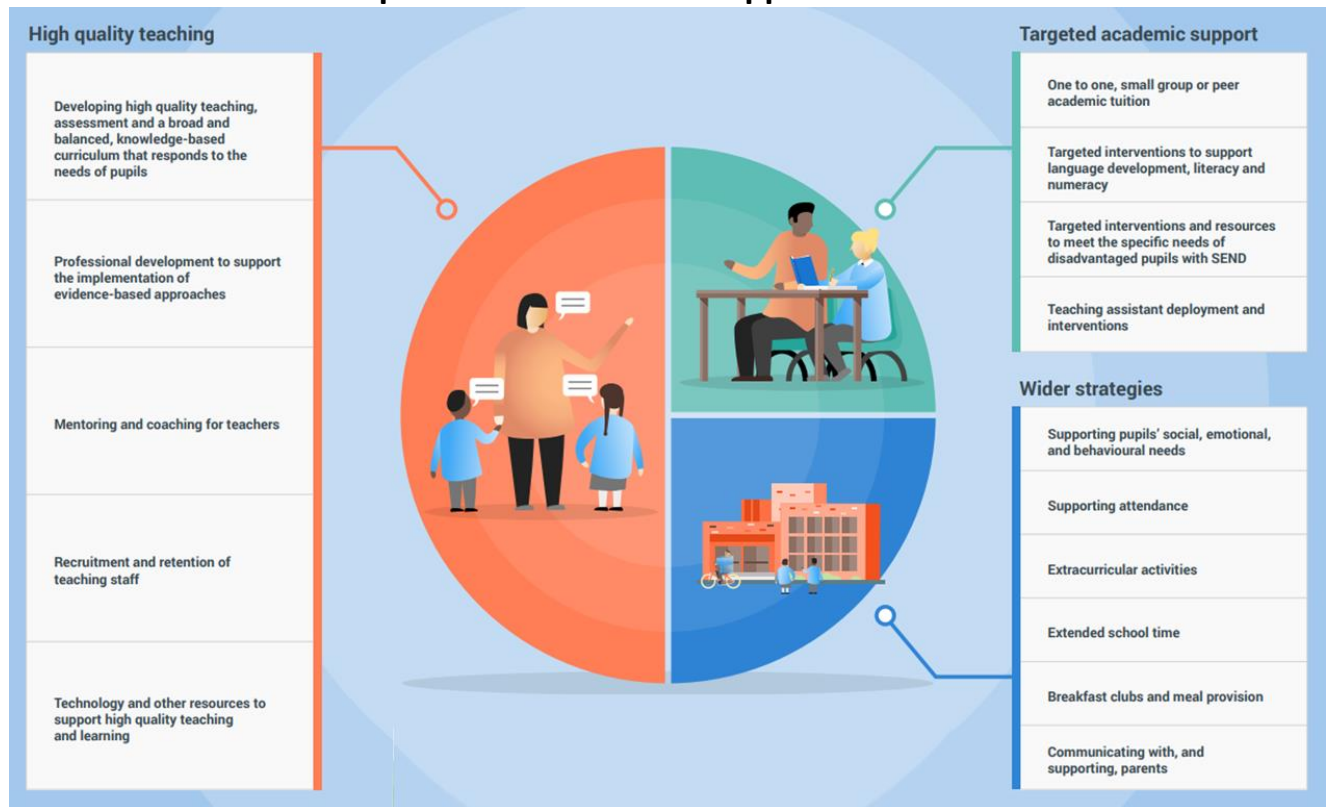
Review the success of the strategies used

Review the training needs of staff in order for them to successfully support the children



Our delivery of the Pupil Premium strategy is a carefully staged cyclical process—not a one-off event. An impactful, sustained Pupil Premium strategy is integral to our wider school development planning and practice. Setting longer-term objectives gives us the time and space to implement our well-evidenced strategy based on careful diagnosis of the challenges facing our socio-economically disadvantaged pupils. These objectives include ongoing whole-school change through elements such as recruitment, teaching practice, and staff development.

The EEF Guide to the Pupil Premium ‘Menu of approaches’



Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for our socio economically disadvantaged pupils. Investing in high quality teaching for these pupils is a top priority for Pupil Premium spending at Weston On Trent. Strategies to support this include: professional development, training, support for early career teachers, and investing in recruitment and retention.

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—have a negative impact on academic outcomes at Weston. Addressing wider barriers to learning is an important part of our Pupil Premium strategy. While many challenges may be common between schools, the specific features of our community we serve affects which approaches we prioritise in this category.

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. Our Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support includes structured small-group interventions that link to classroom teaching and the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and punctuality.</p> <p>Attendance for pupils in receipt of the Pupil Premium grant year on year has always been lower than those not in receipt.</p> <p>Many of the children identified as persistent absentees are in receipt of the Pupil Premium grant.</p>
2	<p>39% of the pupils in the school have some identified SEND; of the children in receipt of PP, this rises to 63%.</p>
3	<p>Complex situations for some of the families include: single parent family, lack of wider support network, financial difficulties, parental mental health and no fixed address.</p> <p>This affects 93% of our children in receipt of PP.</p>
4	<p>Slow progress in acquiring fundamentals of learning such as phonics and early maths limit children's access to the curriculum.</p> <p>Pupil Premium children at Weston do not perform as well in Phonics testing, KS1 SATs or KS2 SATs as their non PP peers.</p> <p>Children who access the Pupil Premium grant are significantly behind their peers in writing across the school.</p>
5	<p>Pupils at Weston, especially those who are disadvantaged, display and articulate an identified social and emotional or self-confidence issue. Within our school, over 50% of the disadvantaged children have SEMH identified as a need.</p> <p>Some disadvantaged children arrive in school not ready or able to learn due to a number of factors.</p>

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
<p>1. To improve and sustain attendance for all pupils, particularly our disadvantaged pupils ensuring we meet the national expectations for attendance and persistence absence.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national attendance averages including those figures of Non-PP - Increase in PP pupils' overall attendance figures - Decrease in persistent absence for PP children - Individualised SEND targets evidence progress against their SEMH need leading to improved academic outcomes


<p>2. To ensure all disadvantaged pupils leave Weston On Trent C of E Primary School as strong, enthusiastic readers</p>	<ul style="list-style-type: none"> - A high percentage of pupils accessing the pupil premium pass the Year 1 phonics screening check. - Improved reading attainment for disadvantaged pupils at the end of KS1 and KS2. - Children have a love of reading which allows the to identify reading as a experience which they would choose to do.
<p>3. Disadvantaged children are given opportunities to develop the necessary cultural capital needed to allow them to engage in the curriculum, have high aspirations for themselves and others, to experience things beyond their world and to collectively prepare them for the world they live in.</p>	<ul style="list-style-type: none"> - Children are able to talk about their learning and make links across the curriculum - Trips and experiences are well planned and sequenced in line with the curriculum to ensure knowledge webs are built upon prior learning. - The number of disadvantaged children taking part in extra-curricular clubs increases each year - All disadvantaged children are given the opportunity to take part in extra-curricular competitions
<p>4. All pupils have a secure understanding of basic skills in fluency and spelling and are able to apply these with confidence, leading to improved outcomes for disadvantaged children in writing and maths.</p>	<ul style="list-style-type: none"> - Quality first teaching strategies are applied so that those children who are disadvantaged receive the best possible offer of teaching and learning - Internal monitoring systems show improved engagement and participation in lessons leading to improved academic outcomes - The number of disadvantaged children achieving age related expectations in reading, writing, maths improves to be at least in line with national expectations

Activity in this academic year

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: £18505

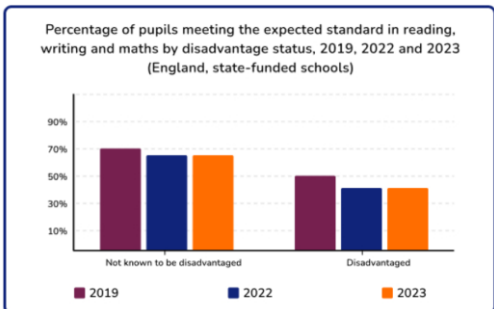
Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk4Writing CPD and implementation across EYFS, Key stage 1, and Key stage 2 £1805	<p>rosenshines-principles-and-tfw.pdf (primarysite-prod-sorted.s3.amazonaws.com)</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence.</p> 	2, 3, 4
RS Coaching PE Curriculum £1399	<p>An active lifestyle is essential for preventing health issues like heart disease and diabetes. With an ever-increasing obesity problem among children in the UK, PE – and physical exercise in general – is becoming a crucial part of the curriculum.</p> <p>1 in 4 children are leaving primary school obese, according to a report conducted by the NHS; an effective PE programme could help in reducing these numbers.</p> <p>Developing physical skills is only half the battle; memory, focus, motor skills and mental health can all be vastly improved when regularly engaging in PE lessons. Building social skills and friendships during PE can help boost self-esteem, and in doing so improve a child's mental health and personal development.</p>	1, 4
ELSA £5011	<p>ELSAs are specialists with a wealth of experience of working with children and young people. ELSAs are trained and regularly supervised by Educational Psychologists.</p> <p>They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.</p> <p>An ELSA is not there to fix problems but to help them find their own solutions and offer that important support to a child or young person.</p> <p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3, 5

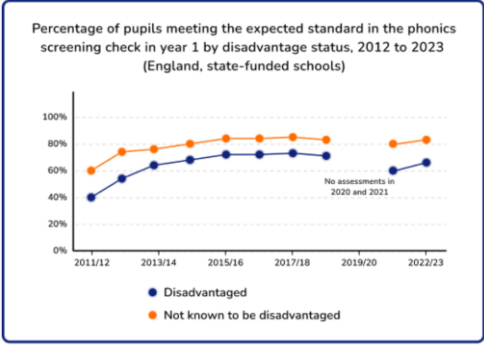
	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p>	
<p>Art Therapy £5145</p>	<p>When pupils are experiencing emotional difficulties they find learning very hard and their inclusion in school life is affected. Art Therapy as a form of intervention can assist with an individual's psychological, emotional, educational, social and physical development.</p> <p>Art Therapy is not dependent on spoken language and can therefore be helpful to anyone who finds it difficult to express their thoughts and feelings verbally. It is therefore suitable for very young children, and children with communication problems or with English as a second language</p> <p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Teaching Assistant Interventions</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p> <p>Moderate impact for moderate cost based on moderate evidence.</p>	<p>2, 3, 5</p>
<p>School based Counselling £5145</p>	<p>Counselling and talk therapy can be a source of support if you're struggling with something.</p> <p>As the name suggests, 'talking therapy' often involves talking about feelings, thoughts and experiences. This can help to make sense of what's going on in life, and create a safe place where talk can naturally come about for difficult feelings, getting things out in the open, and finding ways of coping when things are difficult.</p> <p>Counselling or therapy may be offered to children for a specific mental health problem, but this does not have to be a diagnosed mental health condition, or even a specific 'problem', to do talking therapy.</p> <p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Teaching Assistant Interventions</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p> <p>Moderate impact for moderate cost based on moderate evidence.</p>	<p>2, 3, 5</p>

Also consulted: [Pupil Premium Guide Apr 2022 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

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

Budgeted cost: £ 12737

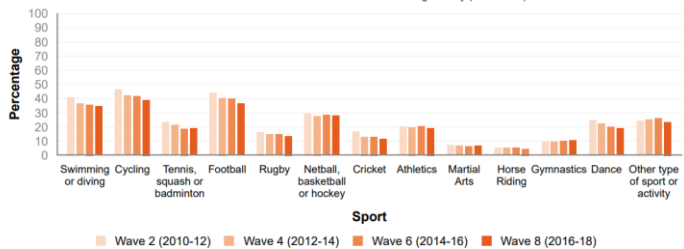
Activity	Evidence that supports this approach	Challenge number(s) addressed												
NESSY Intervention support £1186	Nessy programs are not only for dyslexia. Nessy is widely used for whole class, phonics, maths, typing and early reading instruction. Nessy collaborates with some of the world's leading academics, and follows the Science of Reading, to ensure our programs are based upon proven research.	2, 4												
Autism Education Trust Progression Framework £2000	<p>The Progression Framework is intended to assist practitioners in identifying areas where autistic pupils may require additional support, so that specific programmes can be planned and implemented. It can also provide evidence of the effectiveness of such support. It is recommended that, where possible, discussions about learning needs, interventions and progress involve the pupil, their parents or carers and all those who work with them.</p> <p>Use of the Progression Framework is intended to be flexible. It can be used:</p> <p>as a reference document to support existing systems e.g. Education, Health and Care Plans (EHCPs)</p> <p>within or alongside other progress measures or tools (e.g. online progress tracking software)</p> <p>as an interactive tool within the EXCEL spreadsheet format adapted to individual needs</p>	1, 2, 3, 4, 5												
Reading Catch up intervention in EYFS, Key Stage 1 and Key Stage 2. £5488	<div><p>Percentage of pupils meeting the expected standard in reading, writing and maths by disadvantage status, 2019, 2022 and 2023 (England, state-funded schools)</p><table><thead><tr><th>Disadvantage Status</th><th>2019 (%)</th><th>2022 (%)</th><th>2023 (%)</th></tr></thead><tbody><tr><td>Not known to be disadvantaged</td><td>~70</td><td>~65</td><td>~65</td></tr><tr><td>Disadvantaged</td><td>~45</td><td>~35</td><td>~35</td></tr></tbody></table></div> <p>By the end of Key Stage 2, disadvantaged pupils are on average 3 years behind their chronological reading age. This reduces their ability to access the secondary curriculum in the way their peers can when they transition to Key Stage 3.</p>	Disadvantage Status	2019 (%)	2022 (%)	2023 (%)	Not known to be disadvantaged	~70	~65	~65	Disadvantaged	~45	~35	~35	1, 4
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	 <p>Percentage of pupils meeting the expected standard in the phonics screening check in year 1 by disadvantage status, 2012 to 2023 (England, state-funded schools)</p> <p>Legend: Disadvantaged (blue), Not known to be disadvantaged (orange)</p> <p>No assessments in 2020 and 2021</p>	
Tackling Tables £1186	<p>This exciting way of teaching and learning is available as an online whole school scheme of work and as a fun card game - or as a powerful combination of both.</p> <ul style="list-style-type: none"> - Fulfils National Curriculum expectations – starting in year 2 and enabling rapid recall by the end of year 4 - Generates high levels of student engagement in KS 2 & 3 as they apply tables knowledge in a wide range of contexts - Easy to implement with full support and staff training included - Comprehensive data analysis - Includes bonus test material to build number fluency - <p>EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
Dough Disco £1872	<p>Disco Dough helps to strengthen children's fine motor muscles to enable them to develop their pencil grip which in turn will help to develop their writing skills. But most of all it's fun!</p> <p>Neuromotor movement activity has complexity in various aspects especially in fine motor functions which include repetitive and sequential movement.</p> <p>Findings show that children with a moderate level of performance in neuromotor movement need a neuromotor movement skill program to increase their performance.</p>	2, 3, 5
Provision Map £1005	<p>When you log in to Provision Map you can see at glance a summary of student progress, spending summaries and progress. A range of filters allows you to easily drill down into the information to see any overview or specific information that you need. A great way to get an at-a-glance update.</p> <p>Our learning plans are very easy to use and are fully customisable to match in with what you are doing at your school. They are in line with the SEND Code of Practice and follow the Assess – Plan – Do – Review approach.</p> <p>Our software makes it fast and easy to map out interventions and to keep track of what pupils and staff are involved with each intervention. Just create a provision and then click to add pupils – simple and effective!</p>	2, 3, 5

	EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children's First £1680</p>	<p>Support to relieve the distress and suffering experienced by families and children. It is of benefit to vulnerable children, young people and families, making life improvements by:</p> <ul style="list-style-type: none"> - Responding to the needs of children where stress within the home may adversely affect their welfare or development - Providing support for children who are regarded as vulnerable and who may be at risk of social exclusion - Delivering community services designed to foster the general wellbeing of families with children <p>Providing services for parents which will enable them to better respond to the personal needs and financial support of their children</p>	1, 2
<p>Extra Curricular Clubs</p> <p>Children are given the opportunity to attend a minimum of 2 sports clubs funded by Pupil Premium</p> <p>27 X (5 X 8) = 1080 £2160</p>	<p>Wide parts of life experience gained from extra curricular activities are unavailable for the most marginalised groups in society. Opportunities to participate are driven by household income, school attended, gender, ethnicity and geographic location. Household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music classes and sport.</p> <p>Figure 6. Percentage of youth in the UK participating in various kinds of sport Source: Own calculations with data from Understanding Society (Waves 2-8)</p>  <p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing</p>	1, 2, 3, 5
<p>Sensory Circuits used twice a day for regulation and focus</p> <p>Staff training and suitable equipment purchases £4930</p>	<p>Children with evidence of sensory processing dysfunction, such as those with ASD, often have difficulty regulating responses to sensations and specific stimuli and may use self-stimulation to compensate for limited sensory input or to avoid overstimulation. Behaviours such as stereotypic motor movements, aimless running, aggression, and self-injurious behaviours have been correlated with these sensory processing abnormalities.</p> <p>The goals of treatment are to improve sensory modulation related to behaviour and attention and to increase abilities for social interactions, academic skills, and independence through better Sensory Interrogation.</p>	1, 2, 5

<p>Forest School Interventions used to promote Social and emotional understanding in those learners who have limited outdoor opportunities.</p> <p>Forest School maintenance, resource purchases, additional staff training £4930</p>	<p>An evaluation of Forest School interventions suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <ul style="list-style-type: none"> - Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	<p>1, 2, 5</p>
<p>Free of charge break snacks for children in receipt of pupil premium so that family finances are not stretched. £1989</p>	<p>Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity.</p> <p>We know that fuelling children with the appropriate foods helps support their growth and development.</p> <div data-bbox="320 1055 528 1245"> </div> <p>There is a growing body of research showing that what children eat not only affects their physical health but also their mood, mental health and learning.</p> <p>The research suggests that eating a healthy and nutritious diet can improve mental health, enhance cognitive skills like concentration and memory and improve academic performance.</p>	<p>3</p>
<p>RS Inclusive competitive Competitions £450</p>	<p>Inclusive Events</p> <p>Our inclusive competitions are designed for children who have an interest in sport, who do not play competitive sports outside of school and potentially have never had the opportunity to compete in a sporting competition in or outside of school. At these competitions the aim is to give children the opportunity to take part in a competition against likeminded children and be encouraged to try something new, develop social skills and have fun competing in sporting competition.</p> <p>Competitive Events</p> <p>Our competitive competitions are designed for children who have a keen interest in sport, who potentially play competitive sports outside of school and are looking to compete in competitions against likeminded children. At these competitions we encourage children have fun, develop in a team setting as well as practice positive competitive spirit, fair play and sporting integrity.</p>	<p>1, 2, 3, 5</p>
<p>SEND Coffee Morning £629</p>	<p>SEND coffee morning offers a supportive environment for parents/carers of SEND children to relax, talk with others and have a coffee.</p> <p>SEND can cover a broad range of needs which include speech, language and communication needs, behavioural, emotional and social difficulties, specific learning difficulties, moderate learning difficulties, profound and multiple learning</p>	<p>1, 2, 5</p>

	<p>difficulties, multi-sensory impairment, visual and hearing impairment, physical development and Autistic Spectrum Disorders.</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <div> <div> £ £ £ £ £ </div> <div> </div> <div> +4 </div> </div>	
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Total budgeted cost: £ 48010

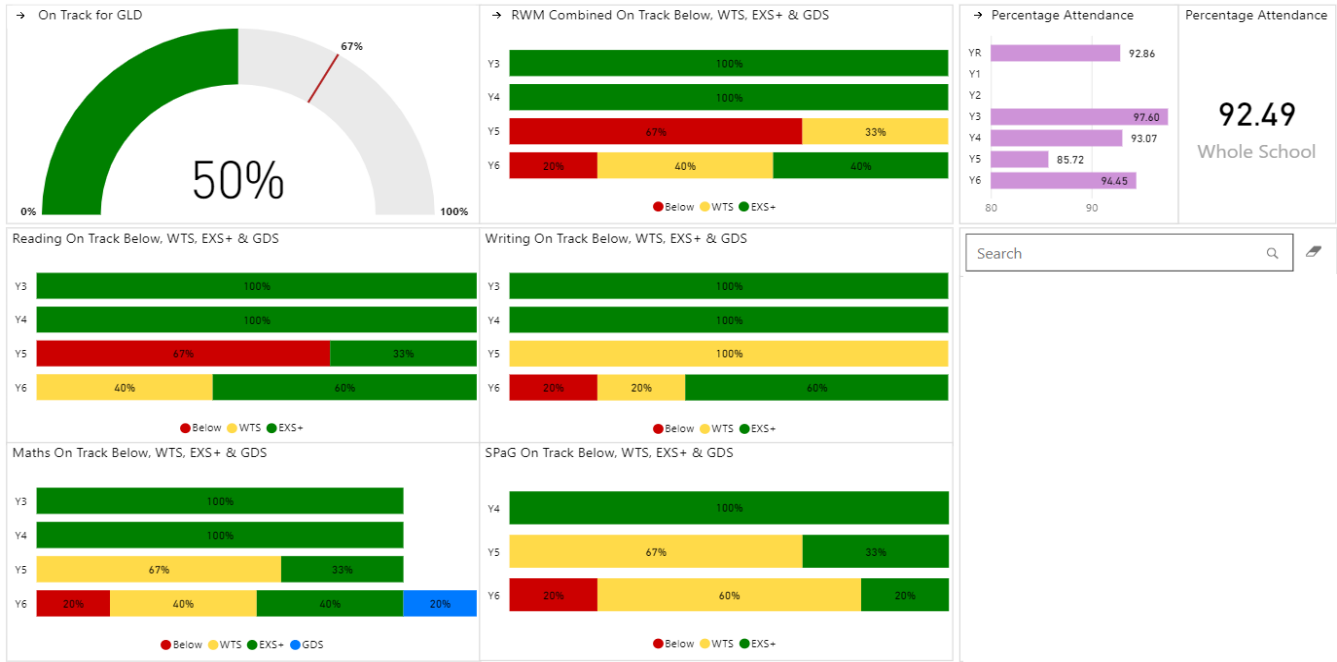
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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






Every one of intended spends has been achieved with 1 exception: we were unable to secure the writing support. However, with the ongoing spend on Talk4Writing training, School to school moderation with Aston on Trent, Poet visit, Author visit, World book day celebrated, national storytelling week held, 2 poetry recitals and a showcase of writing on Refugee day (3 PP children read aloud their work in Collective Worship) we have more than made up for the lack of specialist support. We will look to gain this in to the next academic year.




We have also made massive strides in our play based outdoor area, which has seen massive PP engagement. As a result, huge academic progress can be seen along with more self-regulation.



Year 5 is, and will remain a target year. We know the children, we know the issue, and we will continue to target the 3 children as they move in to year 6.

The 2 PP child in Reception out of 4 who missed GLD are known to us. One has significant and profound learning difficulties and the other has medical issue and accesses high levels of support from many of our outlines PP strategy. Both have made excellent progress and one is accessing these provisions:

Provisions								
Name	Area of concern	Wave	Start date	End date	Session frequency	Session length		
 Makaton	Communication and Interaction Needs	2	26/02/2024	28/03/2024	6 times per day	30 min		
 Sensory Circuits	Sensory and/or Physical Needs	3	26/02/2024	28/03/2024	2 times per day	30 min		
 Communication boards	Cognition and Learning Needs		26/02/2024	28/03/2024	6 times per day	10 min		
 Dough Disco	Sensory and/or Physical Needs	3	26/02/2024	28/03/2024	1 time per day	15 min		
 Meet and Greet	Social, Emotional and Mental Health Difficulties	3	26/02/2024	28/03/2024	1 time per day	5 min		

Provisions								
Name	Area of concern	Wave	Start date	End date	Session frequency	Session length		
 Positive Play	Social, Emotional and Mental Health Difficulties	2	26/02/2024	28/03/2024	1 time per week	30 min		
 Little Wandle Phonics and Reading Support	Cognition and Learning Needs	3	26/02/2024	28/03/2024	1 time per day	10 min		
 Dough Disco	Sensory and/or Physical Needs	3	26/02/2024	28/03/2024	1 time per day	15 min		

The biggest impact of our spend has been at the base of the hierarchy of needs. We have really supported children with transition from home with interventions and food. As a result, we have seen less lost learning time as children have transitioned in to school well.

This follows on with our Sensory Room. This is accessed on a daily basis by 5 of our PP children. When they struggle to regulate, they access the space and are able to maintain their learning. We need to minimise any lost learning for our PP children as we know the gaps in knowledge and vocabulary are only widened when children are not in the learning environment.

Snack break has been encouraging too as the PP children take up of snack has increased to 10 of our PP children this year, funded by the PP. This allows higher levels of concentration and focus for more extended periods of the day. Many of those children who access the snack, complain about hunger and no breakfast. Therefore, we will look next year to extend some of our wraparound care to support these children and families.

Children's first has supported 2 families who access PP. This service will continue in to next academic year.

Staff CPD will be at the forefront of our thinking moving forward. We were not able to purchase the texts we wanted to exploit due to a change in need and training. As a result, next year, we will have access to the national college which has a huge library of CPD with specific areas of training we can utilise for the needs of our PP children, whilst also impacting the whole cohort.

Our attendance for PP children, as highlighted on the above graphic is 92.49% for the year. The national figure is 92.9%. Therefore our PP figure is in line with the National Benchmark.

With the four main targets we set at the beginning of the year, there is significant evidence to suggest we have met the success criteria for them therefore: **the pupil premium has had good impact at Weston.**

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
NESSY	Nessy Learning Ltd
Tackling Tables	TacklingTables
BOXALL Profile	Boxall Profile®
Provision Map	EduKey
Talk4Writing	Talk for Writing