

Pupil Premium strategy statement 2025 – 2026



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

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	Wedmore First School Academy
Number of children in school	149 (excluding pre-school)
Proportion (%) of pupil premium eligible children	13% (20 children)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Shelley Kent
Pupil premium lead	Shelley Kent
Governor / Trustee lead	Lindsey Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27 669
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£27 669

Part A: Pupil premium strategy plan

Statement of intent

At Wedmore First School Academy, all members of staff and Partners accept responsibility for all children's progress and attainment. There is a recognition that a number of children within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our children's pastoral, social and academic needs in a nurturing environment. As with all learners in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupil premium strategy are:

To ensure the attendance of children in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of the general school population. In our strategy we focus on encouraging attendance through close monitoring of attendance and punctuality, close liaison with parents and the offer of exciting learning opportunities such as priority places at enrichment clubs or special responsibilities at school.

To ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school.

We strive to ensure all our children make excellent progress and meet their full potential. We believe that our children benefit from high quality teaching and this is complemented with additional intervention where needed. Our strategy focuses on the needs of the children, ensuring staff have high aspirations and are aware of individual needs.

Ensure the well-being needs of all children in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Wedmore First School Academy we know children are only ready to learn if their social and emotional needs are met. This has been particularly evident for children who

have experienced adverse childhood experiences (ACES). We have a strong pastoral programme which includes:

- Prioritising trusting relationships between staff and children
- Extending and refining the transition system from class to class and into the middle school
- Home visits for children joining Nursery and Reception classes
- Key adult system in Nursery
- Ensuring there is consistency, structure and routine for all children including teachers and staff welcoming the children on entry, settling tasks each morning, use of visual timetables, careful seating plans
- Mindfulness activities after play and lunch times to ease the transition
- Forest School provision for at least half a term for all year groups
- “Can we talk?” cards
- Sensory room (Relaxation room) and the development of sensory spaces in each classroom
- Use of Zones of Regulation throughout the school
- Jobs and special roles to help create a sense of responsibility and belonging
- Well being group
- ELSA support
- The development of a wide range of lunchtime and after school enrichment opportunities

Our strategy includes close monitoring of disadvantaged learners and access to enhanced pastoral support where needed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance The attendance of children in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees
2	Outcomes

	Not all children in receipt of PP are on track to reach ARE or above
3	Pastoral The well being, social and emotional needs of some of our children in receipt of pupil premium funding impacts on their readiness to learn and academic outcomes

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
To ensure the attendance of children in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and children in receipt of pupil premium funding (December 2025: 1.2%: PP – 93.3%, non PP 94.5%) To reduce the proportion of children in receipt of pupil premium classed as persistent absentees (December 2025: 8 children)
To ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school through ensuring high quality teaching is effectively in place, alongside targeted interventions and support.	To enable targeted children in receipt of pupil premium to reach ARE or GDS in specified areas (10 children)
To ensure the well-being, social and emotional needs of all children in receipt of pupil premium funding are met to ensure they are ready for learning.	Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

Activity in this academic year

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

Quality First Teaching

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued use of a DfE validated Systematic Synthetic Phonics programme (Unlocking Letters and Sounds) to secure stronger phonics teaching for all children.</p> <p>Full Phonics training for all members of staff</p> <p>Regular release time to continue to work with the English Hub to continue to embed and refine our phonics strategy</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Regular release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Use standardised diagnostic assessments (eg. Testbase, Dyslexia Portfolio, Salford reading assessment) as well as non standardised assessments (eg. Phonics, times tables)</p> <p>We will fund release time and staff training to ensure</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2,3

assessments are interpreted and administered correctly.		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	2,3

Targeted academic support

Budgeted cost: £7 669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for children who are falling significantly behind the expected standard for their age phase.</p> <p>Immediate phonics intervention sessions targeted at children who require further phonics support following daily SSP sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>EEF Phonics</p>	2
<p>Effective deployment of staff, Teaching Assistants (TAs) to support key children and year groups.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</p>	2,3

<p>Targeted Interventions led by trained TAs (phonics, Nessy, well being group, ELSA, Sensory Circuits.)</p> <p>Teaching Assistants timetable reevaluated to deliver pastoral support such as positive play at playtimes, out-door learning, settling child into school in the morning.</p> <p>Higher Level Teaching Assistant to deliver Forest School sessions from Year 1 to Year 4</p>	<p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p> <p>Termly pupil progress meetings led by Headteacher and PP lead / Deputy Headteacher and English lead</p> <p>Regular monitoring of targeted interventions by Headteacher and SENCo</p>	<p>EEF Toolkit guidance:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	2

Wider strategies

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribute towards opportunity to attend an enrichment club or musical tuition, school trips or visitors and transport.</p>	<p>Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF)</p>	3

<p>School uniform offered cost free from the school pre-loved shop, free access to PTFA events.</p>	<p>To ensure children are ready to learn and are well supported for schooling.</p>	
<p>Pastoral support from DSL for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn (eg referral for PFSA support, EHA, support with diagnosis via pathway, arranging parent support workshops, close liaison with SEND and Inclusion support group)</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Regular attendance monitoring meetings and follow up</p> <p>Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusion</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</p>	<p>1,2,3</p>
<p>Staff to identify disadvantaged children who need regular check ins / emotional support.</p> <p>Embedding of Zones of Regulation across the school</p> <p>Maintenance of a sensory space for all children to access support and decompress, introduction of sensory zones in each class.</p> <p>Forest school for all classes (at least half a term per class)</p> <p>Targeted support from The Space</p>	<p>Social & emotional learning interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p> <p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p>	<p>2,3</p>

Total budgeted cost: £18 370

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 children in the 2024 to 2025 academic year.

Target 2024-25	Outcome 2024-25
To ensure the attendance of children in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<p>Achieved: To close gap between whole school attendance and children in receipt of pupil premium funding:</p> <ul style="list-style-type: none"> December 2024: 8%: PP – 86.3%, whole school 94.3% December 2025: 1.2%: PP – 93.3%, non PP 94.5%) <p>Not achieved :To reduce the proportion of children in receipt of pupil premium classed as persistent absentees:</p> <ul style="list-style-type: none"> December 2024: 6 children December 2025: 8 children (<i>actions taken to reduce this</i>)
To ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school through ensuring high quality teaching is effectively in place, alongside targeted interventions and support.	<p>Partially achieved: To enable targeted children in receipt of pupil premium to reach ARE in specified areas:</p> <ul style="list-style-type: none"> 3 out of 6 children reached ARE in specified areas 17 out of 18 children made expected or better progress in reading, writing and maths.)
To ensure the well-being, social and emotional needs of all children in receipt of pupil premium funding are met to ensure they are ready for learning.	<p>Partially achieved: Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress</p> <ul style="list-style-type: none"> Children were regulated and able to access HQT as well as targeted interventions with the exception of 1 child with

	SEMH needs who made expected progress academically as well as progress in his regulation levels.)