Pupil premium strategy statement – Weobley High 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	531
Proportion (%) of pupil premium eligible pupils	29% 156 Pupils
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)**	2025-2026
Date this statement was published	February 2026
Date on which it will be reviewed	February 2027 February 2028
Statement authorised by	Weston Holder
Pupil premium lead	Weston Holder
Governor / Trustee lead	Marcus Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140000
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*	£140000

Part A: Pupil premium strategy plan

Statement of intent

- Ultimate objectives for disadvantaged pupils

  - Ensure disadvantaged pupils (including FSM-eligible, looked-after, service children and those with EHCPs) achieve strong qualifications and life chances comparable with their non-disadvantaged peers by:

    - Closing attainment and progress gaps at KS4 (Attainment 8, Progress 8 and % English & maths grade 4+/5+).
    - Ensuring sustained engagement with school: improved attendance, reduced persistent absence and consistent access to high-quality teaching, extra-curricular enrichment and careers guidance.
    - Removing social, emotional and aspiration-related barriers so pupils are happy, resilient and prepared for post-16 study or employment.
    - Maintaining outstanding SEND provision alongside targeted support for disadvantaged pupils with SEND.

- How the strategy works towards those objectives

  - We use the DfE "Menu of Approaches" by prioritising Tier 1 (High-Quality Teaching) first, then Tier 2 (Targeted Academic Support), and Tier 3 (Wider Strategies). Pupil Premium funding is used strategically to both strengthen universal provision and fund targeted interventions for those with greatest need.
  - All interventions and changes are planned and monitored using evidence-based approaches (primarily Education Endowment Foundation guidance), set clear success criteria, and include rigorous implementation and impact monitoring.

- Key principles

  - Evidence-informed: decisions are informed by EEF guidance and the EEF Teaching and Learning Toolkit to choose "best bets" for impact and value for money [EEF impact & guidance]. EEF - Impact and guidance
  - Tiered, integrated approach: strengthen universal teaching then layer targeted and wider strategies proportionately.
  - Precision targeting: use diagnostic assessment and pupil-level data to select pupils for interventions (e.g. reading diagnostic, maths diagnostic, attendance/pastoral profiling).
  - High expectations and inclusion: disadvantaged pupils access the full, ambitious curriculum and benefit from the school's inclusive culture and high-quality SEND provision.
  - Implementation focus: invest in staff development, clarity of roles, monitoring and iterative improvement [EEF - Putting evidence to work]. EEF - A School's Guide to Implementation (see implementation guidance within EEF resources)
  - Transparency and accountability: the governing body publishes this strategy and monitors impact termly; finances and impact reports are shared with governors and the local community.

Challenges

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

Challenge number	Detail of challenge
1	Achievement and attainment gap: disadvantaged pupils' Attainment 8 (42.9) and Progress 8 measures are below those of the school's non-disadvantaged peers and there remains a disadvantage gap against the school's non-disadvantaged cohort (A8 gap -7.5 in 2025 vs national non-disadvantaged; cohort is high-SEND which alters context). (School data, 2025)
2	Attendance gap and persistent absence: disadvantaged pupils' attendance lower than non-disadvantaged peers (FSM 87.4% vs non-FSM 94.1% across 2024–25). Lower attendance reduces exposure to high-quality teaching and pastoral support. (School data, 2024–25)
3	Attitudes and behaviour for learning: patterns in school behaviour data show differences in demerits and engagement; behaviour and learning readiness vary between groups and need targeted support to sustain high expectations and progress. (School data YTD)
4	Social, emotional and aspiration barriers: a number of disadvantaged pupils have social/emotional needs, lower aspirations and wellbeing issues that limit learning readiness and attendance. High SEND proportion (34%) interacts with disadvantage.
5	Literacy and prior attainment barriers: disadvantaged pupils have lower KS2 scaled scores in spelling and reading (PP: Spelling 101.5 / Reading 101.8 vs non-PP: Spelling 105.5 / Reading 104.8). Weaknesses in literacy underpin the attainment gap, especially where SEND is also present. (School data)

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
1. Raise disadvantaged attainment at KS4 (A8 and English & maths outcomes)	- Disadvantaged Attainment 8 increases from 42.9 (2025) to at least 44.0 within two academic years; gap vs non-disadvantaged reduced by at least 50% within two years. - % disadvantaged English & maths grade 4+ increases year-on-year (target: close gap from 53.3% towards non-disadvantaged school average). Progress tracked each data capture.

2. Improve disadvantaged attendance and reduce persistent absence	- Disadvantaged overall attendance increases from 87.4% to 90% within two academic years; reduce persistent absence (PA) for disadvantaged pupils by at least 30% year-on-year. - Increased proportion of disadvantaged pupils with attendance >=94%.
3. Improve behaviour for learning and engagement	- Year-on-year reduction in classroom incidents and suspensions among targeted disadvantaged cohort; improve engagement measures (teacher reports, lesson engagement rubrics) with at least a 20% improvement in targeted pupils after interventions.
4. Strengthen social-emotional resilience and aspirations	- Targeted support and mentoring to show measurable gains on engagement and pupil self-report wellbeing scales and demonstrate improved attendance and homework completion within one term of intervention. - Clear increase in post-16 application confidence and uptake (measured by careers engagement and work experience completion for disadvantaged pupils).
5. Accelerate literacy (reading and spelling) for disadvantaged pupils	- Disadvantaged readers (screened using diagnostic assessments) make accelerated progress within a year for targeted readers; reduce attainment gap and show evidence of improved spelling and reading scores. Evidence of improved comprehension across curriculum subjects

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: £*80000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra English and Science Teacher - Creation of extra teaching across multiple year groups. To decrease the number of pupils working below expected progress at KS3 and KS4. To increase the numbers of pupils making more than	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. When implementing small group tuition, schools should consider how to ensure that these active ingredients have a positive impact through:	1,4,5

| expected progress at KS3 and KS4. | Accurately identifying the pupils that require additional support.

Understanding the learning gaps of the pupils that receive small group tuition and using this knowledge to select curriculum content appropriately.

Ensuring teachers are well-prepared for having high quality interactions with pupils, such as delivering well-planned feedback.

Ensuring that small group tuition is well-linked to classroom content. | |
|---|---|---|
| Curriculum disciplinary mapping project: ensure all subjects map disciplinary knowledge and skills sequentially from KS3 to KS4 (addresses OFSTED target on disciplinary knowledge). Time and CPD allocated for subject teams to design sequences and assessment points. | EEF guidance emphasises coherent curriculum design and content knowledge; EEF "Putting Evidence to Work" and guidance on implementing curriculum change. EEF - Impact and guidance | 1,5 |
| "Make Best Use of TAs" review and restructure: train TAs to deliver structured, evidence-based interventions and to support formative assessment in class (clear role descriptions; small-group targeted deployment). | EEF guidance: evidence that TAs can be effective when trained and deployed in structured roles linked to teacher instruction (see EEF guidance on TA deployment and the Teaching & Learning Toolkit recommendations). EEF - Making Best Use of Teaching Assistants (within EEF resources) | 1,5 |
| Structured and routine formative assessment and feedback strategy: hinge questions, frequent low-stakes testing, and rapid feedback loops so teachers identify gaps and adapt teaching quickly. | EEF evidence on formative assessment and effective feedback as high-impact approaches that support disadvantaged pupils to make progress. EEF - Evidence on feedback approaches / Toolkit | 1,5 |

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

Budgeted cost: £ *35000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group maths interventions for key groups of disadvantaged pupils, aligned with in-class teaching and KS4 specification. Use regular diagnostic checks and spaced retrieval.	EEF Toolkit evidence for small-group tuition, retrieval practice and effective maths instruction; guidance on aligning interventions to classroom teaching. EEF - One to one tuition (covers small-group and tuition principles)	1
Targeted interventions for disadvantaged pupils with SEND: SENCo-led individual plans, high-leverage practises and bespoke small-group instruction using specialist strategies.	EEF and SEN guidance: high-quality teaching with flexible scaffolding is first-line; targeted high-leverage practises for SEND (assessment, explicit instruction, scaffolding). EEF - Guidance on SEND & high-quality teaching (within EEF resources)	1,5
Learning Support Assistants - employed specifically to ensure that the pupils receive appropriate intervention and support specifically in numeracy and literacy.	The EEF emphasises the vital role of learning support assistants in ensuring that all pupils are supported to achieve well. They play a vital role in the engine room of school life, offering an important contribution to support pupils and families.	1,2 and 5
Service Family Liaison Support for the unique challenges faced by service children and families in our school community - deployment/separation/movement between different areas and countries/isolation of families in new locations. The importance of a smooth transition when moving into or out of the school - focusing on academic/pastoral/SEND needs A key link with the garrison welfare team - joined up approach to supporting families or sharing concerns	Research by the Service Children's Progression Alliance shows that a deep understanding at a strategic level are key to Service children's outcomes and well-being. We place a high value on pastoral support recognising the importance of identifying the specific requirements of our Service children.	2,4
Buddy Reading A programme where a core group of year 10 readers have been trained in	EEF evidence shows peer tutoring can be effective and low cost when structured and monitored. EEF -	2,5

reciprocal reading strategies to work with a select group of year 7 students.	One to one & small group tuition guidance and Toolkit summaries	

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

Budgeted cost: £ *25000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement package: personalised communication, letters/texts to parents (showing days missed), rapid follow-up for rising absence, attendance mentoring for persistent absentees, and partnership work with Herefordshire LA where required. Use data to identify high-risk pupils early.	EEF rapid evidence assessment on attendance interventions: parental communications, personalised text/letters and responsive, tailored approaches show promise though evidence base is mixed; EEF recommends targeted, personalised approaches. EEF - Attendance interventions rapid evidence assessment	2,4
Breakfast club and meal provision for disadvantaged pupils to improve attendance, concentration and punctuality.	EEF evidence review notes meal provision and responsive supports as promising elements in attendance and wellbeing packages; widely used in practice to support attendance. EEF - Attendance evidence & blog on tailored approaches	2,4
Learning Inclusion Centre - Support to pupils both emotionally and academically. • Decrease in referrals. • Improved attendance. • Improved self-esteem. • Improved ability to manage anger .• Better social interaction .• Decrease in anxiety	Targeted school-based interventions have led to improvements in wellbeing and mental health and improved pupil attainment. Embedding SEMH into whole-school routines recommended. EEF - Social and emotional learning	2,3,4
Counselling - Improving pupil's mental health and wellbeing. • To improve engagement with studying and learning. • To improve attendance. • To increase confidence and self-esteem. • To improve resilience.	Research indicates that school-based counselling is perceived by pupils and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention.	2,3,4

• To improve emotional well-being. • To reduce anger. • To see positive changes in behaviour.		
Revision/Study Materials - To purchase KS4 revision guides for disadvantaged pupils To provide quality revision material for disadvantaged pupils. Online Learning Resources for subject areas.	Research shows that poverty influences children's attainment because things like not having enough money to buy what they need, affects young people's identities and ability to engage with school.	1,4
Careers Adviser - Increased contact time for year 10 and 11 with the Careers Adviser. To support aspiration and improve motivation and therefore attainment and achievement. To provide a 1:1 careers guidance meeting. Careers networking events and work experience for all Year 10 students	We want pupils to be inspired and motivated to fulfil their potential. With clear advice and support disadvantaged pupils feel better prepared for career progression. Research shows the importance of 'widening horizons', 'raising aspirations', 'opening eyes/minds to opportunities.'	1,3,4
Free university visit for all Year 10 pupils	Aiming to raise aspiration for all students including those who are disadvantaged an may not get the opportunities outside of school	1,3,4

Total budgeted cost: £ *160 000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall A8

All pupils - Overall A8

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	102	47.8	46.0	Close to average (non-sig)	No sig change	High - SEN
2024	104	48.4	45.9	Close to average (non-sig)	No sig change	High - SEN
2023	102	48.1	46.3	Close to average (non-sig)	Not available	High - SEN

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	15	42.9	34.9	Above (non-sig)	50.4	-7.5	Narrowing	High - SEN
2024	18	35.9	34.6	Close to average (non-sig)	50.0	-14.1	Narrowing	High - SEN
2023	12	32.9	35.0	Close to average (non-sig)	50.3	-17.4	Not available	High - SEN

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	541	92.8%	91.9%	Close to average	Relative decline	High - SEN
2023/24 (3 term)	543	92.7%	91.1%	Above	Relative improvement	High - SEN
2022/23 (3 term)	542	91.8%	91.0%	Close to average	Relative improvement	High - SEN
2018/19 (3 term)	535	94.4%	94.5%	Close to average	Not available	High - SEN

▶ Chart

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	91	88.2%	87.3%	Close to average	Relative decline	High - SEN
2023/24 (3 term)	87	89.2%	86.0%	Above	Relative improvement	High - SEN
2022/23 (3 term)	94	87.8%	86.0%	Close to average	Relative improvement	High - SEN
2018/19 (3 term)	91	91.3%	91.8%	Close to average	Not available	High - SEN

1+ suspensions

All pupils - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	531	1.32%	3.76%	Below (sig-)	Sig decrease	High - SEN
2023/24 (3 term)	527	3.61%	7.83%	Below (sig-)	No sig change	High - SEN
2022/23 (3 term)	528	3.60%	7.12%	Below (sig-)	Not available	High - SEN

▶ Chart

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	87	3.45%	8.29%	Below (non-sig)	No sig change	High - SEN
2023/24 (3 term)	84	10.71%	16.57%	Below (non-sig)	No sig change	High - SEN
2022/23 (3 term)	93	5.38%	15.16%	Below (sig-)	Not available	High - SEN

2+ suspensions

All pupils - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	531	0.75%	1.57%	Close to average (non-sig)	No sig change	High - SEN
2023/24 (3 term)	527	1.52%	3.90%	Below (sig-)	No sig change	High - SEN
2022/23 (3 term)	528	0.57%	3.40%	Below (sig-)	Not available	High - SEN

▶ Chart

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	87	2.30%	3.89%	Close to average (non-sig)	No sig change	High - SEN
2023/24 (3 term)	84	2.38%	9.40%	Below (sig-)	No sig change	High - SEN
2022/23 (3 term)	93	1.08%	8.31%	Below (sig-)	Not available	High - SEN

The school's strategies to improve attendance have shown a positive impact over recent years, particularly evident in the relative improvement in overall attendance from 91.8% in 2022/23 to 92.7% in 2023/24, surpassing the national average. This upward trend was also mirrored among FSM6 (Free School Meals) pupils, where attendance improved from 87.8% to 89.2% in the same period, again exceeding national figures. Despite a slight relative decline in the most recent 2024/25 data, attendance remains close to or above national averages, demonstrating the effectiveness of targeted interventions, especially considering the school's high proportion of SEND pupils. The sustained focus on attendance has helped maintain engagement and reduced absence, contributing positively to the overall school climate and student outcomes.

The school's behaviour management strategies have had a significant positive impact, as evidenced by the substantial reduction in suspension rates over recent years. The percentage of pupils receiving one or more suspensions dropped markedly from 3.61% in 2023/24 to just 1.32% in 2024/25, well below the national average, demonstrating effective interventions and support for pupils, particularly those with high SEND needs. Similarly, pupils eligible for free school meals (FSM6) have seen consistently lower suspension rates compared to national figures, reflecting targeted efforts to address behaviour challenges within disadvantaged groups. The rates for multiple suspensions have also remained low and stable, indicating sustained improvements in behaviour management and a positive school culture that supports inclusion and reduces exclusion. These outcomes highlight the success of the school's approach in fostering a safe, respectful, and supportive environment conducive to learning.

The data indicates encouraging progress in closing the attainment gap for disadvantaged students at the school. The Attainment 8 (A8) scores for disadvantaged pupils have shown a consistent upward trend, rising from 32.9 in 2023 to 42.9 in 2025, which is above the national average for disadvantaged pupils (34.9) and signals a significant improvement in outcomes for this group. Moreover, the gap between disadvantaged pupils at the school and their non-disadvantaged peers nationally has narrowed from -17.4 points in 2023 to -7.5 points in 2025. This narrowing gap reflects the effectiveness of targeted strategies aimed at supporting disadvantaged students, particularly in a context with a high proportion of SEND pupils. While the gap remains, the trend demonstrates that the school's focused interventions, inclusive teaching practises, and support systems are making a meaningful impact in reducing educational inequality and enhancing the progress and attainment of disadvantaged learners. Continued attention to these approaches will be essential to sustain and build on this positive trajectory. These results placed Weobley High School in the top 10% of schools nationally, receiving recognition from the Education Secretary.

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Evidence sources (selected EEF resources used to shape this plan)

- EEF – One to one tuition (Teaching & Learning Toolkit): evidence on tuition impact and implementation principles. EEF - One to one tuition

- EEF – Attendance interventions: rapid evidence assessment and blog on tailored approaches to attendance. [EEF - Attendance interventions rapid evidence assessment](#) ; [EEF - Taking a tailored approach to improving attendance](#)
- EEF – Social and Emotional Learning (Teaching & Learning Toolkit): evidence and guidance for SEL interventions and embedding SEL across the school. [EEF - Social and emotional learning](#)
- EEF – Reading comprehension strategies & guidance (blogs, comprehension monitoring and guidance PDF). [EEF - Teaching reading comprehension strategies (guidance PDF)](#) ; [EEF - Comprehension monitoring](#)
- EEF – Impact report and guidance on high-quality teaching, implementation and use of evidence (implementation guidance and school-level guidance). [EEF - Impact and guidance](#)

School-specific rationale and contextual notes

- Rural context, rolling cohort ~530 pupils, high SEND proportion (34%) and EHCPs (6.6%), PP proportion 23.43% and FSM ~18.6% requires that interventions are accessible (transport-sensitive) and work with strong SEND liaison.
- Literacy weakness shown by KS2 scaled score differences (Spelling & Reading) drives a priority for early, targeted literacy (reading comprehension + vocabulary + spelling) in KS3 as a long-run investment in GCSE outcomes.
- Attendance support must reflect rural barriers to travel and access; practical measures (travel bursary / subsidised transport / targeted parental communication) are essential.
- OFSTED and school priorities align: curriculum disciplinary mapping and strong SEND provision are central and resourced within this strategy.