



Pupil premium strategy statement

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	Wistaston Church Lane Academy
Number of pupils in school	433 (December 2024)
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Cathy Elsley
Pupil Premium Lead	Steph Watson
Local Advisory Board Lead	Audrey Skidmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,120
Recovery premium funding allocation this academic year	£0
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	£64,120

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to nurture the development of knowledge, skills, and academic success for all pupils, including those eligible for Pupil Premium, helping them to achieve their full potential in every aspect of life. By taking a holistic approach, we offer personalised programmes and support through our dedicated staff and external partners, ensuring every child makes meaningful progress. Ongoing staff training allows us to provide a seamless experience that prioritises well-being and delivers targeted support for the best outcomes.

Our intervention and support programmes focus on meeting the individual needs of each child, helping them to develop transferable knowledge and skills that will support them throughout their school journey and prepare them for future education, training, and life's challenges. Recognising the importance of well-being, we help pupils build strategies, perseverance, and resilience to overcome difficulties they may face.

Our approach combines evidence-based intervention programmes, high-quality staff training to deliver excellent teaching and support, and a rich environment filled with knowledge and vocabulary. Together, this creates a positive and engaging learning atmosphere for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils achievements in writing
2	Regulation of behaviour
3	Pupil mental health and well-being
4	Pupil retention of information, knowledge and strategies
5	Pupil Attendance

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
Pupils access all learning and are able to self-regulate	<ul style="list-style-type: none"> • Pupils actively engage in lessons, use available resources, and transition smoothly between activities without disrupting learning. • Pupils independently recognise their emotions and apply strategies (e.g., breathing, movement breaks) to manage their behaviour and maintain focus. • Pupils communicate their needs respectfully, work well with peers and adults, and reflect on their actions to improve learning and behaviour.
Pupils retain knowledge and prior knowledge is applied to new learning to advance learning and achievement.	<ul style="list-style-type: none"> • Staff receive CPD on metacognition and cognitive load theory. They apply strategies and techniques to support pupils' retention and application of transferrable knowledge. • Pupils accurately recall key facts, concepts, and skills from previous lessons and apply them in new contexts. • Pupils make links between prior knowledge and new topics, using these connections to deepen understanding and solve problems. • Pupils demonstrate improved confidence and success in tasks that build on prior learning, showing progress across the curriculum.
Children develop greater resilience, self-awareness, and independence, which positively influence their learning attitudes and behaviours.	<ul style="list-style-type: none"> • Pupils persevere through challenges, demonstrating a positive attitude and a willingness to try again when faced with setbacks. • Pupils identify their strengths and areas for development, setting goals and recognising when to seek help or use strategies to support their learning. • Pupils take responsibility for their learning by completing tasks independently, managing time effectively, and using available resources without reliance on adult support. will describe their self-awareness and resilience as improved • More pupils will be on-track to make expected progress due to improved resilience and greater independence

All children will have the chance to experience extra-curricular activities, including clubs, visits and residential	<ul style="list-style-type: none"> • By 2026, all pupils leaving school will have had the chance to participate in clubs, visits and residential and a curriculum enriched in experience
All SEND children and their parents will describe their needs as being met and making progress at an appropriate level	<ul style="list-style-type: none"> • Children with SEND will make progress from their starting points • Pupil and parents' surveys are positive
Attendance is improved (particularly for those below 90%)	<ul style="list-style-type: none"> • Pupils attend school regularly, with a measurable reduction in the number of absences, particularly for those previously below 90%. • Pupils and families engage with attendance initiatives, support plans, or interventions, leading to sustained improvements in attendance.

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.

EEF impact scores can be found at

educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trauma-Informed Practice Diploma-ongoing supervision and support</i>	The EEF highlights that trauma-informed practices, supported by ongoing supervision and professional development, can significantly improve the well-being and learning outcomes of students who have experienced trauma. When teachers and staff are trained in trauma-informed approaches, they are better equipped to recognise and respond to the needs of these pupils, creating a safe and supportive learning environment.	2,3,5
<i>CPD, ongoing training in cognitive load theory and retrieval techniques.</i>	Pupils' retention of knowledge is improved and can be applied to their learning enabling them to engage, achieve and progress across the curriculum. Knowledge is transferable and progressively builds throughout units of work and recall links between subjects and year groups to enable greater understanding, enjoyment and achievement. EEF gives an impact score of +7	1,4

<i>Additional teaching assistant to support targeted children in making progress.</i>	The EEF highlights that teaching assistants (TAs) are most effective when they deliver structured, evidence-based interventions tailored to individual pupils, particularly in areas like literacy and numeracy, leading to an average impact of +4 months' progress. Their impact is maximised when they receive appropriate training and work closely with teachers to ensure alignment with learning objectives. TAs can support targeted children effectively when their role is focused on specific learning goals, providing personalised support to help pupils, especially those from disadvantaged backgrounds, make measurable progress	1,2,4
<i>CPD in mental health awareness</i>	Training staff to understand and respond effectively to mental health challenges helps create a supportive environment where pupils are more likely to engage and succeed. When teachers are equipped with the skills to identify and address mental health issues, they can offer better support to students, leading to improved emotional regulation, resilience, and academic performance.	2,3,5
<i>Ongoing use of Jigsaw scheme to promote mindfulness approach to PHSE</i>	The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.	2,3,5
<i>CPD for teachers around the 'Five A day' approach</i>	EEF research indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day'—are particularly well-evidenced as having a positive impact.	1,2,4

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

Budgeted cost: £21,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated reader programme</i>	Programme is widely used with EEF recommendation. Assessment data shows progress in pupil ZPD scores. Investment initially last year and engagement and progress very positive. Pupils are accessing more texts and reading more words with the pupil progress measured half termly and celebrated through millionaire readers and certificates. Further investment in texts and staff time for CPD and supporting pupils through reading interventions and comprehension development. EEF gives an impact score of +6	1,4
<i>Specialist SaLT sessions with support from trained TA's.</i>	The EEF supports the use of specialist Speech and Language Therapy (SaLT) sessions, particularly when combined with support from trained teaching assistants (TAs). Evidence shows that targeted interventions in speech and language, when delivered by specialists and reinforced by TAs, can lead to significant improvements in communication skills and academic achievement, especially for pupils with language difficulties. Trained TAs	1,4

	can provide consistent support and reinforcement of strategies, ensuring that pupils benefit from sustained and effective interventions, resulting in improved language development and engagement in learning.	
<i>Phonics intervention programme CPD for staff to deliver phonics programme. Regular assessments to identify areas of need and track progress</i>	The EEF highlights the effectiveness of phonics intervention programmes, particularly when staff receive targeted CPD to deliver these programmes with fidelity. Training teachers in evidence-based phonics strategies ensures that pupils, especially those at risk of falling behind, receive high-quality instruction that improves early reading skills. Regular assessments help identify areas of need, allowing for timely interventions and tracking of progress, which leads to significant improvements in reading outcomes for students. Additional targeted phonics sessions for pupils following assessments to focus teaching and learning. EEF gives an impact score of +5	1,4
<i>Reading Planet Rocket Phonics Next Steps for Y2</i>	The EEF supports structured phonics programmes like Reading Planet Rocket Phonics Next Steps for Year 2, which help improve reading skills. These programmes provide targeted, systematic instruction that accelerates progress for pupils needing additional support.	3
<i>TAs to deliver Pathways to Progress intervention to develop writing in group sessions</i>	EEF research indicates that small group interventions focused on specific areas of writing can lead to significant improvements in pupils' writing abilities, especially when TAs are involved in reinforcing strategies and providing personalised feedback. By working closely with pupils, TAs can help develop writing skills through structured and focused support, resulting in better outcomes for children, particularly those who struggle with writing. EEF gives an impact score of +4	1,4

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

Budgeted cost: £21,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of Jigsaw to improve self-awareness, resilience and independence as part of PSHE</i>	The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner. Evidence shows that programmes focusing on emotional and social development can improve pupils' ability to manage their feelings, build resilience, and engage more effectively in learning. By integrating these skills into the curriculum, Jigsaw helps create a positive, supportive learning environment that fosters both personal growth and academic success.	2,3,5

<p><i>Implementation of Forest schools sessions to support varying needs of children (including raising attendance)</i></p>	<p>The EEF supports the use of Forest Schools as a way to enhance children’s emotional, social, and academic development, particularly in addressing diverse needs. Research shows that outdoor learning, such as Forest Schools, fosters resilience, independence, and a connection to nature, while also improving engagement and attendance by offering pupils a dynamic and motivating learning environment. By incorporating these sessions into the curriculum, pupils are better able to develop problem-solving skills, emotional regulation, and a sense of responsibility, which in turn positively impacts their overall well-being and academic success.</p>	<p>2,3,5</p>
<p><i>Enabling all children to experience curriculum enrichment through educational visits, residential and visitors to school</i></p>	<p>www.evolveadvice.co.uk/hqol Research shows that such experiences can improve motivation, deepen understanding, and provide real-world connections to the curriculum. By offering diverse learning opportunities outside the classroom, pupils develop a wider range of skills, such as critical thinking, collaboration, and resilience, which support both their personal growth and academic achievement.</p>	<p>2,3,5</p>
<p><i>Regular attendance checking, maintaining contact with families where attendance could be improved</i></p>	<p>The EEF highlights that regular attendance monitoring and maintaining communication with families can significantly improve student attendance and engagement. Evidence suggests that proactive strategies, such as regular check-ins and targeted support for families, help identify and address barriers to attendance, leading to higher levels of school participation. By fostering strong relationships with families and providing support, schools can ensure that pupils attend consistently, which is linked to better academic outcomes and overall success.</p>	<p>5</p>
<p><i>Counselling – use of Mind Over Mind Counselling Service</i></p>	<p>The EEF recognises that providing access to mental health support can help pupils manage emotional difficulties, leading to improved engagement and behaviour in school. By addressing emotional and mental health needs, counselling services help students build resilience and coping strategies, which in turn support their overall learning and development.</p>	<p>2, 4</p>
<p><i>Enabling all children to participate in active after school clubs</i></p>	<p>The EEF supports the idea that participation in active after-school clubs can positively impact pupils' physical, social, and emotional development. Evidence shows that engaging in extracurricular activities, particularly those that promote physical activity, improves students' well-being, behaviour, and academic outcomes. By providing all children with access to these opportunities, schools can help develop important life skills, such as teamwork, resilience, and self-confidence, while supporting overall health and engagement in school life.</p>	<p>2,3,5</p>
<p><i>ELSA training and supervision</i></p>	<p>Evidence suggests that when staff are trained to support children with emotional and social needs, it leads to improved emotional regulation, resilience, and overall engagement in learning www.elsanetwork.org/elsa-network/otherresearch/</p>	<p>2,3,5</p>

Total budgeted cost: £64,120

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 2023-2024 academic year.

Percentage of all Pupil Premium children achieving the expected standard+ by the end of Year Six

Reading: 75% Writing: 63% Maths: 75%

Percentage of all Pupil Premium children achieving the greater depth standard by the end of Year Six

Reading: 38% Writing: 0% Maths: 38%

Number of Pupil Premium children in each year group achieving the expected standard+ by the end of 23/24

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<i>No. of children</i>	3	2	6	7	5	9	6
Reading	1	1	4	5	3	6	5
Writing	1	1	2	0	2	2	4
Maths	1	1	5	3	3	5	5

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

None

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Enrichment – enabling child to attend visits and residentials ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Children felt happier in school and enjoyed opportunities to enrich their school experience

Further Information

AT WCLA, are committed to providing targeted support for Pupil Premium children to help them reach their full potential. We offer tailored interventions, including phonics programmes like Reading Planet Rocket Phonics, alongside additional teaching assistant support, to ensure all children make progress in key areas. Through a variety of enrichment opportunities such as educational visits, Forest Schools, and after-school clubs, we enhance their learning experiences and well-being. We also prioritise mental health and emotional development with counselling services, ELSA training, and trauma-informed practices. Regular attendance monitoring and close communication with families further support their engagement and success.