Pupil premium strategy statement – Wootton Wawen Cof E Primary 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	90 pupils
Proportion (%) of pupil premium eligible pupils	16.7% (15 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)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	K. O'Shea
Pupil premium lead	K. O'Shea
Governor / Trustee lead	K. Ellicot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,860
Pupil premium funding carried forward from previous years	£3,374
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*	£29,234

Part A: Pupil premium strategy plan

Statement of intent

At Wootton Wawen Primary School our intention is that all pupils, irrespective of their background or challenges make at least good progress and achieve high attainment across all subjects including those who are already high attainers.

The objectives of our pupil premium strategy are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all our disadvantaged pupils to make at least nationally expected progress and are challenged in the work they are set.
- To support our children's health and well-being to enable them to flourish.

We will ensure adaptive, quality-first teaching is at the centre of our approach, with a focus on all pupils experiencing excellent Universal Provision. Research has proven that this has the greatest impact on closing the disadvantaged gap whilst at the same time benefiting all pupils.

Pupil Premium funding is used for Continued Professional Development (CPD) for our staff to support excellent provision for all.

We will provide pastoral support for pupils, as we acknowledge that attainment and progress can be affected by a child's self- esteem and wellbeing.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. A proportion of our funding is therefore committed to embedding the Thrive approach in our setting. This ensures we are supporting all children with their emotional and social well-being.

Pupil premium funding will be allocated following a needs analysis through diagnostic assessments, which will identify priority groups and individuals.

We will consider the challenges faced by vulnerable pupils such as those who have an allocated social worker, are SEND or are Young Carers.

To maximise effectiveness, we will act early and adopt a whole school approach in which all staff take responsibility for disadvantage pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	A higher percentage of Pupil Premium children not attaining Age-Related Expectations (ARE) in Mathematics and Reading.
2	10% Attainment gap between Reading and Writing across the school including those with Pupil Premium.
3	Increase in the number of children with social, emotional and mental health needs which is a barrier to their access to the learning environment.
4	Families no longer able to access enrichment experiences due to financial constraints

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
• More Pupil Premium (PP) children attain ARE in Maths and Reading at the end of the strategy plan, incrementally over the next three years.	• Assessment data shows that the attainment gap in Maths and Reading between PP and non- PP is narrowing with more children achieving ARE. • Improved basic numeracy skills for all pupils • Children have access to high- quality Maths interventions specific to their needs and will close gaps • Adaptive, high-quality teaching within classrooms including PP check-ins throughout is having an impact on closing gaps.
• The gap between Reading and Writing attainment in PP children reduces over time.	• Through continuous robust assessment processes including moderation, pupils demonstrate accelerated progress in writing. • The Read, Write, Inc phonics program continues to support closing the gap between reading and writing • Smaller groups for spelling and phonics in KS1 ensures that support is more tailored to children's need. This will improve children's writing skills.

• Children with social, emotional and mental health needs are more ready to access the learning environment and have the right tools and strategies to self-regulate.	• Sustained high levels of wellbeing are demonstrated by: • Data gathered through pupil's wellbeing and parent questionnaire • 100% of pupils with SEMH needs are making expected progress due to early identification through early assessments, teacher observations, and input from parents/carers • Whole class Thrive profiling takes place termly. This indicates key strategies to support children with social, emotional, and mental health needs.
Children can access enrichment experiences	• Pupil surveys show increased confidence, ambition, and a positive attitude towards learning and future aspirations. • A higher proportion of disadvantaged pupils will participate in extracurricular activities, enrichment trips, and programmes aimed at inspiring ambition, with feedback reflecting increased confidence and engagement.

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

Budgeted cost: £585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support the implementation of maths mastery for mixed aged classes	Time to release the Mathematics Lead to work alongside teachers, so that they have sufficient mathematical and teaching content knowledge to deliver the Maths Mastery strategies effectively. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	**1**
Adaptive quality first teaching is a priority on the SIP. It will be developed through regular CPD and mentoring. For example: The use of https://walkthrus.co.uk/	https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	1,2

during staff meeting time SENDco delivers staff meetings to enhance quality first teaching		
Teachers to check-in 3x per lesson with PP.	EEF Effective feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2
High quality technology software to undertake diagnostic and ongoing assessments to ensure targeted questioning and feedback. Use of White Rose 1-minute maths, Numbots Times Table Rock Stars to undertake targeted 1:1 & small group maths assessment and interventions.	EEF Effective feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2
Beacon 360 subscription • Training and online support for staff working with increasing numbers of children with SEMH needs. • Online supports for parents to address SEMH needs in children	Beacon Behaviour Support for Schools specialist support provides opportunities for staff to look at the provision we offer for our children. Behaviour support will work with staff to: • Carry out assessments • Develop staff toolkits, strategies and identify resources to effectively support children • Develop interventions • Implement tailored support plans • Promote whole school strategies • Collaborate with communities • Continue to develop de-escalation techniques	

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

Budgeted cost: £ 23,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1 to1 reading, phonics and vocabulary sessions with a trained TA. Use of Read, Write, Inc and Spelling Shed	There is consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. /early-years-toolkit/communication-and-language-approaches	2

Additional TA support in focus areas of the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Daily 30 minutes Read, Write, Inc activities	This supports reading at home and has improved parent and pupil engagement with home reading. Close monitoring allows early intervention. **Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF**	2
6 x per year Read, Write Inc assessments for individual children, for personalised groups and targeted teaching and interventions where necessary.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Subscribe to STS to support specialist assessments and action planning.	Staff are upskilled and supported by specialist teachers-SENDco for example and therefore have increased knowledge in supporting children with specific needs. High quality small group interventions with support from SENDco in writing Individual Learning Plans Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3

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

Budgeted cost: £ 8,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beacon 360 subscription • Training and online support for staff working with increasing numbers of children with SEMH needs. • Online support for parents to address increasing SEMH needs in children.	https://beaconschoolsupport.co.uk/members Beacon Behaviour Support for Schools specialist support provides opportunities for staff to look at the provision we offer for our children. Behaviour support will work with staff to: • Carry out assessments • Develop staff toolkits, strategies and identify resources to effectively support children • Develop interventions • Implement tailored support plans • Promote whole school strategies • Collaborate with communities • Continue to develop de-escalation techniques	3
Whole class Thrive profiling takes place every half-term which	Improve self -management of emotions and interaction with others. Has a positive impact on attitude to learning	3

indicates key strategies to support specific cohorts of children.	and social relationships which supports progress and attainment. Social and Emotional Learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Supporting pupils' social, emotional and behavioural needs through structured 1:1 and small group interventions with Thrive Practitioner. TA3 Thrive practitioner training updated yearly Mental Health Lead Training	Improve self -management of emotions and interaction with others. Has a positive impact on attitude to learning and social relationships which supports progress and attainment. Social and Emotional Learning.	3
Increase in parental engagement with children's learning. Web- based programs to be used in school and at home. • TT Rock Stars • Spelling Shed • SATs Companion	Parental engagement has a positive impact on pupil progress and helps to avoid widening attainment gaps. education-evidence/parental-engagement	4
Extra-curricular activities supported by Pupil Premium Grant for those children where enrichment activities are limited. School trips & residential significantly discounted Sport and outdoor activities by external providers Craft Club by external provider	OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment. education-evidence/physical-activity	4
Subsidised places available at The Beech Hut	It has been found that breakfast clubs offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by an equivalent of two months progress over the course of a year- and for very little cost. https://www.ncb.org.uk/about-us/media-centre/news-opinion/breakfast-clubs-found-boost-primary-pupils-reading-and-maths	1,2
Embedding principles of good practice set out in the DFE's	Working Together to improve School Attendance The pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment. At	1,2,3

Working Together to improve School Attendance	KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extrafamilial harms, including crime (the proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%)	
Forest school sessions for all children	Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ The evaluation suggests that Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • 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 • Communication: language development was prompted by the children's sensory experiences • 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 • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	2,3,4
Contingency fund for acute issues	Based on needs in previous years and forecast for this year, we have identified the possibility of additional funds to support specific pupils. We have set aside a portion of funding to enable us to respond quickly to needs that have been identified.	

Total budgeted cost: £29,234

Part B: Review of the previous academic year

Barriers to learning for our PP children:

The eligible pupils have a range of barriers to learning, these include:

• Speech, language and communication needs

• Low resilience and self-esteem

• Attendance

• Moderate learning difficulties

• Accessing the curriculum in a whole class setting

• Social, emotional and mental health needs

Through the analysis of data, pupil interviews, needs across the school. The following focus areas were identified:

• Additional support for children with interventions being delivered to support pupil progress and attainment such as in: phonics and spelling.

• All children to take part in Forest School.

• Enrichment support for children at lunchtime and after school.

• Pupil access to SEMH provisions such as: Thrive

• Focus on whole school Thrive training– staff working with whole class to implement support and highlight areas of need alongside their class profile.

• Training of a Thrive practitioner to support the number of children requiring support.

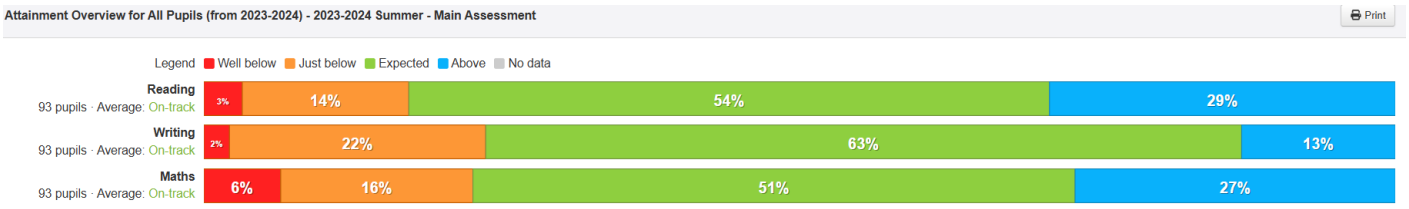
- Wider school opportunities such as: residentials and after school clubs.

The impact of PP spending:

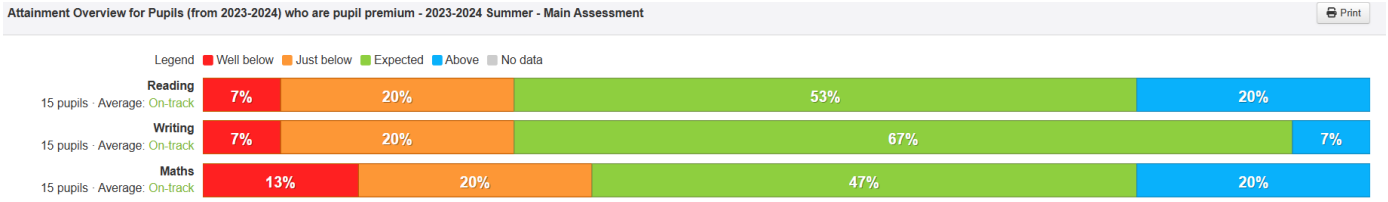
- We continuously review our provision, and our evaluation focuses on pupil progress and how pupils' self-confidence has developed as a consequence of the intervention. Where an intervention is not working, we either change how we are doing it, or stop it altogether. Our school governors have a good understanding of the Pupil Premium funded activities and their impact, and challenge our school to narrow the achievement gap. We measure the impact of Pupil Premium Grant spending, by tracking every pupil's progress and knowing every child's needs. We measure the impact of quality class teaching and every intervention, using a variety of impact data, including: • Lesson and intervention observations • Work in books • Pupil interviews • Parent and Carer surveys • Attendance data • Individual pupil target-setting • Progress and review meetings Social and emotional development through whole class and individual Thrive profiles.

Outcomes for disadvantaged pupils

Whole-school attainment:



Pupil Premium attainment:



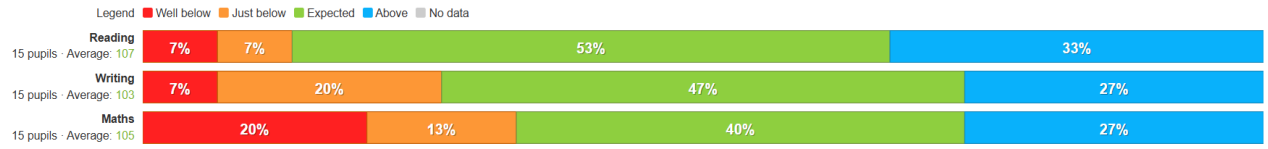
Reading: 83% PP: 73%

Writing: 76% PP: 74%

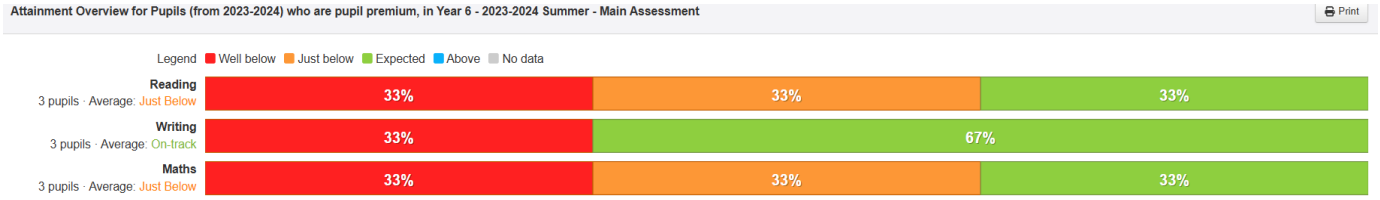
Maths: 78% PP: 67%

Key Stage 2:

Whole-class attainment:



Pupil Premium attainment:



Reading: 86% PP: 33%

Writing: 74% PP: 67%

Maths: 67% PP: 33%

Key Results - 2023-2024

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	15	60%	Below	61%	49th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	15	7%	Below	8%	56th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	3	33%	Below	~ 34%	55th
Phonics Screening Check	% of pupils passing in Year 1	14	100%	At or above	~ 80%	98th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	15	87%	At or above	~ 68%	96th

Early Years:

Whole-cohort – 87%

Pupil premium – 100%

Phonics Year 1:

Whole-cohort including Pupil Premium: 100%

Attendance for 2023-2024:

- Whole-School: 95.2%
- Pupil Premium: 94.05%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Further information (optional)