

Pupil premium strategy statement – Wawne 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	96
Proportion (%) of pupil premium eligible pupils	21.%
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)	2024-25 2025-26- Current Year 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Mrs Lawson
Governor / Trustee lead	Lynne Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,970
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£29,970

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Our pupil premium strategy is grounded in evidence-based approaches, drawing on the Education Endowment Foundation's (EEF) research on effective use of pupil premium funding. We believe that disadvantaged pupils, regardless of background, can achieve at the highest levels when provided with the right support.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

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

- Ensuring a 'Good or better' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, SEMH and Behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Increasing SEMH needs: Many of our disadvantaged pupils require additional support to manage social, emotional, and mental health challenges.

2	Improving oracy skills: Pupils need greater opportunities to develop speaking and listening skills, especially those who have limited language development.
3	Reducing lateness and persistent absence: We aim to reduce the number of pupils who arrive late or are at risk of being persistently absent.
4	Support of basic skills at home: Some of our disadvantaged pupils are amongst a group of pupils in school who may not benefit from the same levels of time, support or resources at home to further develop their basic skills in reading, writing, and maths. This impacts their ability to consolidate learning and make sustained progress in line with their peers.
5	Limitations in basic skills: A number of disadvantaged pupils need further support to secure the essential literacy and numeracy skills necessary for success across the curriculum. Without this, they risk falling behind their peers in key assessment measures.

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 are able to manage emotions, engage positively in learning, and access school life fully.	Reduction in behavioural incidents; improved engagement; pupil and parent feedback; improved attendance.
Pupils demonstrate improved speaking and listening skills, enabling better participation in lessons.	Teacher assessment of spoken language; increased confidence in presentations and discussions.
Pupils attend school regularly and arrive on time.	Attendance data shows improvement; reduction in persistent absence.
Pupils can practise and consolidate reading, writing and maths at home.	Increased completion of home learning tasks; progress in core subjects.
Pupils make accelerated progress in literacy and numeracy, narrowing the gap with peers.	Internal assessments, phonics screening, SATs, and other standardised assessments show progress.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time allocated to subject leaders and class teachers to review pupil learning with particular focus reviewing strategies and outcomes for disadvantaged pupils.	The EEF describe the gap in attainment of disadvantaged pupils compared to their peers. Being highly aware of current outcomes and closely monitoring the impact of any intervention implemented has high impact.	5
CPD for staff on understanding and recognising the impact of non-academic barriers to learning: Whole school, small group or Individual training.	There is a strong evidence base that suggests teaching assistants can provide a large positive impact on learner outcomes, however how they are deployed is key. Targeted deployment of teaching assistants delivering targeted interventions is key. <u>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</u>	2,4,5
Whole class structured speaking and listening sessions, role play and story telling	EEF Oral Language Interventions: +5 months progress; improves confidence and participation	2
Embedding basic skills through targeted intervention for pupils to develop basic skills in English and Maths across the curriculum	Quality first teaching has the greatest impact on disadvantaged pupils; EEF: strong evidence for high-quality teaching	4,5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching to support pupils below age-related expectations	Quality CPD is required to ensure that teaching assistants have the knowledge, skills and understanding to deliver intervention programmes effectively. <u>Small group tuition Teaching and Learning Toolkit EEF</u> EEF small group tuition: +4 months progress	2,4,5
Targeted 1:1 interventions	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <u>One to one tuition Teaching and Learning Toolkit EEF</u>	1,2,4,5
Teaching staff support pupils to understand expectations of work to be completed at home utilising the use of online learning platforms such as Ed Shed, Good2Learn and Lexia.	The EEF states that the use of digital programmes for homework can impact learning by an additional 6 months. Homework programmes set in school directly link to classroom learning.	4,5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH support ELSA	EEF Social & Emotional Learning interventions: +4 months progress; improves engagement and behaviour	1
Attendance- half termly meeting with EWO and access to EWO support for parental meetings.	Evidence from the EEF states that closely monitoring attendance and working with professionals and families, has a positive impact on improving	3

	attendance and as a result improved outcomes for pupils. EEF evidence: parental engagement and monitoring improves attendance and attainment	
Share relevant training with staff. All staff complete emotion coaching training to support SEMH needs.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	1,2,5
Dedicated support time given for pupils identified with social and emotional needs. Release time for staff to work with support services.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. ELSA is an evidence based programme used to support individual children in times of emotional or mental crisis.	1,3
To enhance pupils' cultural capital by providing a breadth of experiences and ensuring that there are no financial barriers to taking part.	Provision for pupils to take part in visits at a reduced cost (or free of charge) which builds on the knowledge and skills gained in the classroom through our curriculum and to enhance cultural capital. Subsidise offsite visits, residential visits and extra0curricular activities to ensure there are no financial barriers to taking part. Providing specialist sports tuition to provide enrichment opportunities.	1,3,4,5

Total budgeted cost: £30,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Evaluation of Year 1 of the Strategy Plan: 2024-25

Our internal assessments during 2024/25 suggested that the overall performance of disadvantaged pupils was lower than national age-related expectations in some year groups. We compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (although we know that pupils included in the performance data will have experienced some disruption due to the pandemic earlier in their schooling, which will have affected individual pupils and schools differently).

EYFS – There was one disadvantaged pupil in EYFS who achieved GLD.

The percentage of disadvantaged children achieving age related expectations was as follows:

Y1 Reading 0% Writing 0% Maths 0% (2 pupils both SEND)

Y2 Reading 60% Writing 60% Maths 80% (5 pupils 2 of which are also SEND)

Y3 Reading 66.7% Writing 33.3% Maths 66.7% (3 pupils of which 1 is also SEND)

Y4 Reading 50% Writing 50% Maths 100% (2 pupils of which both SEND)

Y5 Reading 60% Writing 40% Maths 60% (5 pupils of which 3 are also SEND)

Y6 Reading 50% Writing 0% Maths 0% (2 pupils of which 1 is also SEND)

The percentage of disadvantaged children achieving the expected standard at the end of key stage 2 was below in reading, writing and Maths. However, due to the small numbers of pupils in the cohort who are also disadvantaged this is difficult to interpret accurately.

The school is aware of these factors and is working closely with the Maths Hub and Local Authority School Improvement Partners focusing our attention on these areas with attention on the development of quality first teaching across the school.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Progress towards intended outcomes

CPD has been used effectively to ensure staff have a greater understanding of the impact of non-academic barriers on a children's learning. Staff have received training on adverse childhood experiences and executive functioning. Staff use these strategies to support disadvantaged non-disadvantaged pupils.

Attitudes towards maths have improved greatly over the year with disadvantaged children reporting that they enjoy maths and staff have seen an improved confidence in relation to maths learning.

We continue to work towards improving oral language and communication skills amongst our disadvantaged pupils and this outcome will continue on the next plan.

We continue to work closely with Education Welfare to support pupils and families with attendance. Attendance for disadvantaged pupils in this academic year was 94.1%. This outcome will continue in the next plan.

We continue to see a rise in SEMH needs in our pupils but support from ELSA and the Boxall Profile have enabled us to target pupils and provide support where it is needed. Pupils are given support and strategies as needed. There has been a reduction in incidents of challenging behaviour and attitudes to learning improved.

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
None	

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Not Applicable- there are no service children in attendance
The impact of that spending on service pupil premium eligible pupils
Not Applicable- there are no service children in attendance

Further information

Our pupil premium strategy is designed using a long-term, evidence-informed approach that aims to address the core barriers faced by disadvantaged pupils in our small rural context. The strategy is reviewed termly by senior leaders and governors, with a full evaluation at the end of each academic year to assess the effectiveness of each strand. This evaluation informs subsequent planning to ensure that provision remains responsive to pupils' emerging needs.

In addition to funded interventions, we also prioritise several whole-school approaches that benefit all pupils, including those who are disadvantaged. These include:

- Embedding a consistent approach to teaching and learning, driven through curriculum refinement and collaborative professional development.
- Partnerships with local community groups, charities and sports providers: We work proactively with external partners to widen opportunities for our pupils, enhance enrichment, and support family engagement. These partnerships contribute to improving attendance, broadening pupils' experiences and strengthening links between home, school and the wider community.
- Developing a whole-school focus on oracy, ensuring high-quality talk is planned across the curriculum to strengthen language comprehension and confidence.
- Strengthening pastoral and SEMH provision, including the use of trauma-informed practices and targeted nurture support that is not wholly dependent on pupil premium funding.
- Maintaining strong attendance systems, with increased communication with families, early intervention for emerging concerns, and wider partnership work with external agencies.
- Investing in wider curriculum opportunities, such as enrichment, educational visits and extracurricular clubs, to ensure access and participation for all pupils.

Our planning and implementation are guided by internal assessments, pupil voice, and ongoing collaboration with staff, governors, external advisors, and parents. This ensures that the strategy remains both ambitious and sustainable, with a clear focus on improving long-term outcomes in reading, writing and mathematics, as well as fostering pupils' wellbeing, resilience and readiness for learning.