

Pupil premium strategy statement Woodham Walter C of 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodham Walter CofE Primary School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	(25 pupils)
Academic year that our current pupil premium strategy plan covers	Academic Years 2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lesley Roche
Pupil premium lead	Lesley Roche
Governor / Trustee lead	Lauren Collin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year 2022-2023 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 36,250

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Woodham Walter C of E Primary, irrespective of their background, receive effective support and are appropriately challenged to make progress and attain high standards across the curriculum. We are committed to diligently monitoring the performance of all our pupils against national benchmarks. In cases where achievement falls below expectations, including for those identified as high attainers, we thoroughly analyse potential hindrances to their attainment and devise effective responses.

We base our decision-making on evidence to prioritise efforts on practices that are most likely to be effective for pupils from lower socio-economic backgrounds. Our goal is to ensure they achieve highly and enjoy ample opportunities, regardless of their family background. Recognising the potential setbacks caused by the pandemic, particularly in closing the educational gap, we acknowledge that children identified as disadvantaged may face significant challenges in educational recovery. This fuels our commitment to focusing on evidence-based strategies for the benefit of our disadvantaged pupils.

At Woodham Walter C of E Primary, we take pride in our thorough understanding of all our children and families. This enables us to conduct a diagnostic assessment rather than make assumptions about the impact of disadvantage. Aligned with our School Development Plan, our strategy aims to:

- *Promote early intervention when a need is identified.*
- *Set high expectations for all pupils, ensuring that disadvantaged pupils are appropriately challenged.*
- *Foster a whole-school approach, where every staff member takes responsibility for all pupil outcomes, sustaining high expectations for what children identified as disadvantaged can achieve.*
- *To realise these aims, we prioritise the following key principles:*
 - *High-quality and inclusive teaching remains the top priority for pupil premium spending. We invest in developing high-quality and inclusive teaching through professional development, training, and support for early career teachers. We ensure an effective teacher is present in every class, and every teacher is supported in continuous improvement.*
 - *Targeted academic support is crucial, as evidenced by its consistently positive impact, especially on those not making satisfactory progress or disproportionately affected by the pandemic. Structured small group interventions, linked to classroom teaching and the curriculum, form an integral part of our pupil premium strategy.*
 - *Wider strategies are implemented to address significant non-academic challenges impacting success in school and academic attainment, including attendance, behaviour, and social and emotional support.*

Challenges

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

Challenge number	Detail of challenge
1	Weak oracy skills and gaps in vocabulary – observations and discussions with pupils indicate that disadvantaged pupils, across the primary phase, are vulnerable to underdeveloped oracy skills and vocabulary knowledge.
2	Phonics – assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers, which can hinder their rate of development as readers.
3	Core subject attainment – assessments and observations indicate that disadvantaged pupils are less likely to achieve expected standard or greater depth at the end of KS2.
4	Social and emotional needs – discussions with teachers, pupils and their families have identified a greater need for support with social and emotional needs amongst our pupils identified as disadvantaged. At times this is due to less opportunities for enrichment activities that promote social and emotional development.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2026-2027 show more than 75% of disadvantaged pupils met the expected standard in reading, writing and maths.
Sustain improved wellbeing for all our pupils, including those identified as disadvantaged.	Sustained high levels of wellbeing by 2026-2027 demonstrated by: <ul style="list-style-type: none"> - School community surveys, including pupil and parent voice, a teacher observation - Sustained involvement in enrichment activities, particularly amongst disadvantaged pupils

Sustain good rates of attendance and punctuality for all our pupils, including those identified as disadvantaged.	Sustained good rates of attendance and punctuality by 2026-2027 demonstrated by: <ul style="list-style-type: none"> - The overall authorised absence rate for all pupils being no more than 4% (4.2% national - November 2024). - Whole school attendance, including the attendance of disadvantaged pupils being no less than 95%, (94.1% national – November 2024).
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide training and development for all teaching staff to ensure they are confident in using standardised diagnostic assessments to enable early identification and response to pupils falling behind.</i>	Standardised tests can provide reliable information about pupil performance. This can be used to inform future planning through the universal and targeted offer so that instruction and feedback is matched to the learners' need. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	3
<i>Provide coaching so that all teaching staff understand how to implement the English curriculum to impact positively on progression in speaking and listening, reading and writing.</i> <i>Fund release time for English subject leader to ensure the English curriculum remains aligned to DfE and EEF recent guidance.</i>	Language and literacy provide children with the foundation not just for academic success but for fulfilling careers and rewarding lives. Literacy EEF (educationendowmentfoundation.org.uk)	1, 2 and 3
<i>Provide coaching to teaching staff to ensure our DfE validated Systematic Synthetic Phonics</i>	Systematic Synthetic Phonics has a strong evidence base that indicates positive impact on the accuracy of decoding, particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk)	2 and 3

<i>programme is taught with fidelity, to secure stronger phonics teaching for all pupils.</i>		
<p><i>Ensure all teaching staff are confident with the CPA approach so they can deliver our Maths curriculum with fidelity for strong impact.</i></p> <p><i>Fund release time for the maths subject leader to ensure the maths curriculum remains up-to-date with DfE and EEF guidance.</i></p>	<p>Mathematics is essential for everyday life and a foundation for fulfilling careers in technology, science and engineering.</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows mastery learning is effective. This is where learning outcomes are kept constant but the time and resources needed for pupils to become proficient or competent at these objectives is varied.</p> <p>Mastery learning EEF (educationalendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deliver an oracy programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</i>	<p>Oral language interventions are shown to have a very high. Impact for a very low cost based on extensive evidence.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org)</p>	1 and 3
<i>Implement additional phonics targeted interventions for disadvantaged pupils, who require future phonics support.</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org)</p>	2 and 3
<i>Implement same day targeted intervention for core subjects to support low attaining pupils or those falling behind.</i>	<p>Small group tuition targeted as specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org)</p>	1, 2 and 3

<i>Introduce Forest School to our youngest learners and KS2 pupils who are disadvantaged or lower attaining.</i>	Development of: communication skills, confidence, participation, social skills, metacognition and self-regulation. EEF: metacognition and self-regulation Forest Commission	1, 2 and 4
<i>Introduce Yoga to our youngest learners and KS2 pupils who are disadvantaged.</i>	Development of social, emotional and mental health needs SEMh tools EEF (educationendowmentfoundation.org)	4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the universal and targeted offers for delivering social and emotional learning to enable early intervention and sustained for support for all pupils.	Social and emotional learning can improve children's decision-making skills, interaction with others and their self-management of emotions. It can support children to work effectively with their peers, teachers, family or community. Social and emotional learning can be effective through: <ul style="list-style-type: none"> - School-level approaches to developing a positive school ethos to support greater engagement in learning - Whole class teaching - Specialised programmes that form targeted interventions for pupils with particular social and emotional needs. Social and emotional learning EEF (educationendowmentfoundation)	4
<i>Enable all pupils to access a breadth and depth of rich experiences and opportunities.</i>	A broad and balanced curriculum offer that is enriched by a variety of experiences and opportunities, particularly linked to the arts and sports, can impact positively on a child's cultural capital, wellbeing and success in school. Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	1, 3 and 4
<i>Track, monitor and respond to attendance and punctuality data for all pupils.</i>	Daily monitoring of attendance and punctuality can help to ensure all pupils are in school, on time, when they are fit and well. Improving Attendance GOV.UK (www.gov.uk)	5

Total budgeted cost: £36,250

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 2024 to 2024 academic year.

Based on the school information provided, Woodham Walter C of E Primary School is making some progress in using its pupil premium funding effectively to support the outcomes of disadvantaged pupils.

Phonics

- *Phonics results remain below the national average at 59%. This indicates that there is still work to be done to fully close the gap.*

Key Stage 2

- *At Key Stage 2, the school reported that disadvantaged pupils are performing below national average in reading and maths. The school acknowledges that there is still work to be done to raise standards in reading and maths for disadvantaged pupils, in order to ensure they are fully prepared for the next stage of their education.*

Continuing Priorities

The school's improvement priorities, which include a focus on raising standards in reading, writing, maths, and adaptive teaching, are well-aligned to the needs of disadvantaged pupils. By continuing to raise standards in teaching, targeted support, and a broad and engaging curriculum, the school will be better prepared to raise standards across the curriculum.

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
N/A	

Further information (optional)

In addition to the work that is funded by the pupil premium funding, there is an active PTFA within the school that raise funds to support all children to access enrichment opportunities linked to the school curriculum.