Pupil Premium Strategy Statement 2026 - 2027

Walton-on-Trent CofE Primary and Nursery 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 (as of 01.09.26)
Number of pupils in school (exc. nursery)	143
Proportion (%) of pupil premium eligible pupils	24 children (16.8%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 - 2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Kathy Dingle
Pupil premium lead	Kathy Dingle
Governor / Trustee lead	Lisa Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,167
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023.* *Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£29,167

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the local governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

"It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed". Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant 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 student in receipt of the Pupil Premium Grant. 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 are as follows:
• Ensuring all pupils receive high-quality teaching each lesson
• Closing the attainment gap between disadvantaged pupils and their peers
• Every child has the right to succeed academically, and children will be always supported socially and emotionally
• Providing targeted academic support for pupils who are not making the expected progress
• Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
• Ensuring that the Pupil Premium Grant reaches the pupils who need it most

To ensure successful implementation of the plan, evidence-based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support will enable children to flourish during their time in school and at home. Successful implementation will be achieved through several key principles to provide an enriched, relevant, engaging and invocative curriculum:

- Evidence based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils
- Outstanding teaching is the key to improving outcomes for disadvantaged pupils
- Every child has the right to succeed academically and children will be supported socially and emotionally at all times
- The school is committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oracy and communication and language skills, particularly in EYFS and KS1, act as a barrier to progress across the curriculum and disproportionately affect disadvantaged pupils, many of whom start school with somewhat lower baseline language levels.
2	A disparity between attainment gaps in reading and writing could impact on future attainment as our children progress through school. Strategies need to be sought to reduce the gap in attainment.
3	Persistent absence and lower overall attendance for some disadvantaged pupils are significantly affecting their learning continuity and outcomes. These pupils are more likely to be affected by safeguarding concerns, housing instability, or health-related issues. (Average attendance for PP children is 65.40%)
4	A greater proportion of disadvantaged pupils are known to safeguarding and family support services, which limits their access to enrichment opportunities beyond the classroom, and can impact emotional regulation, engagement, and readiness to learn.
5	There is an overlap of disadvantaged pupils also have identified SEND, particularly linked to neurodivergence (e.g. ADHD, Autism), which requires a nuanced, inclusive approach to curriculum and pedagogy.

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 oracy and communication and language skills, particularly for disadvantaged pupils in EYFS and KS1.	- Disadvantaged pupils make accelerated progress in oracy and language development, enabling better access to the wider curriculum. Pupils demonstrate improved vocabulary use, sentence structure, and confidence in speaking and listening activities.
The attainment gap for disadvantage pupils is narrowed.	- Attainment gap across KS1 and KS2 particularly in reading and writing is narrowed and more in line with peers, through QFT and interventions for targeted groups.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	- The attendance gap between disadvantaged and non-disadvantaged pupils is significantly narrowed, through early intervention, pastoral support, and clear attendance protocols.
To provide a wider range of enrichment opportunities that are freely available to Pupil Premium children	- Pupils affected by safeguarding and so cio-emotional challenges access a wide range of enrichment activities, benefit from consistent adult relationships in school, and are better able to engage with learning due to improved self-regulation and confidence.

Improved outcomes and good progress from their starting points for disadvantaged pupils with SEND	- Disadvantaged pupils with SEND make good progress from their starting points due to inclusive classroom practice, per sonalised - strategies, and staff training in neurodiversity-informed approaches.

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: £10208.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve consistency in high-quality first teaching through staff CPD, especially in maths (through single year group teaching) and writing (through enhanced staff CPD and new scheme)	Attendance monitoring, family support meetings and early intervention	1, 2, 5
Develop teacher expertise in supporting pupils with SEND and disadvantage.	Effective adaptive practice improves access to the curriculum and learning outcomes.	5
Implement coaching and instructional leadership to improve classroom practice.	Sustained professional development leads to improved pupil outcomes.	1, 2, 5

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

Budgeted cost: £7,291.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Little Wandle phonics catch-up programmes and interventions.	Phonics is one of the most effective approaches for improving early reading.	1, 2, 5

Deliver targeted reading fluency and comprehension support.	Reading interventions can accelerate progress when delivered consistently.	1, 2, 5
Implement targeted writing interventions and vocabulary programmes.	Structured support improves writing outcomes and curriculum access.	1,2,5
Deliver precision teaching for identified pupils requiring intensive support.	Frequent, targeted practice supports accelerated progress.	1,2,5

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

Budgeted cost: £11,666.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, family support meetings and early intervention	Improved attendance is directly linked to stronger educational outcomes.	3
Pastoral support, nurture provision and emotional literacy programmes.	Social and emotional interventions support academic progress and wellbeing.	3
Subsidise educational visits, residential experiences and extra-curricular clubs.	Enrichment opportunities increase engagement, aspirations and cultural capital.	4
To provide all children in school with the opportunity to learn outdoors in our Forest School	Family engagement initiatives and transition support.	3,4
Financial support for uniform, equipment and curriculum enrichment where required.	Removing practical barriers supports full participation in school life.	3,4

Total budgeted cost: £29,167

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Pupil Premium Activity in the 2025 to 2026 Academic Year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils 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. The data demonstrated a consistent pattern across reading, writing and mathematics. Pupil Premium pupils can achieve highly, with examples of pupils attaining expected standards, higher attainment bands and greater depth. However, disadvantaged pupils remain over-represented within the lower attainment bands (BLW, SigB and WTS) and many of these pupils also have identified SEND needs.

Across the school, there is still disparity between disadvantaged pupils being more likely to be working below age-related expectations than their non-disadvantaged peers. However, this gap is closing over time suggesting the strategies put into place are having the desired outcomes. Reading is the strongest subject for disadvantaged pupils with several examples of strong pupil premium outcomes which are mostly in Year 6. Lower attaining pupils remain in Years 2, 3 and 5 where there is a SEND crossover. Reading interventions appear to be having the greatest impact. Several disadvantaged pupils are maintaining age-related expectations into Upper Key Stage 2 and evidence of Greater Depth attainment demonstrates strong progress for some pupils from starting points. The maths data across the school mirrors the reading data.

Our evaluation of the approaches delivered last academic year indicates that for the next academic year and beyond the school will need to further develop whole-school expectations for adaptive teaching.

- Strengthen scaffolding and explicit instruction.
- Ensure vocabulary teaching is planned in every lesson.
- Use pre-teaching before new units.
- Reduce cognitive overload.
- Improve use of worked examples.
- Increase retrieval practice

Subject	***Group***	***% at ARE / % at GD***
KS2 Reading	Whole year group	84% / 37%
	Pupil premium only	50% / 0%
KS2 SPAG	Whole year group	84% / 53%
	Pupil premium only	100%/ 0%
KS2 Maths	Whole year group	84% / 37%
	Pupil premium only	100%/ 0%
KS2 Writing	Whole year group	68% / 16%
	Pupil premium only	0%/ 0%

The performance of the children was generally good, except in writing whether neither achieved ARE.

- ***TARGET: Strengthen outcomes in writing for pupil premium children with additional SEND***

Key Stage One Data

For context, it is worth noting that this was a small cohort of 18 pupils with just 2 children in receipt of Pupil Premium funding, meaning each child was worth 50%.

Subject	***Group***	***% at ARE / % at GD***
KS1 Reading	Whole year group	78% / 22%
	Pupil premium only	50%/ 0%
KS1 Maths	Whole year group	78% / 22%
	Pupil premium only	50%/ 0%
KS1Writing	Whole year group	78% / 22%
	Pupil premium only	50%/ 0%

Year 1 Phonics Screening Check Data

Overall, 94.7% of Year 1 pupils achieved the pass score of 32 or more in the phonics screening check. The one pupil who did not pass is eligible for Pupil Premium funding. This pupil also has additional needs as EAL.

TARGET: Strengthen outcomes in phonics for pupil premium children

Year 4 Multiplication Times tables Check Data

Overall, 25% of pupils in Year 4 received 25/25 marks for the MTC. This is below the national average. In this cohort, 4 pupils are in receipt of Pupil Premium funding. None of the 4 pupils reached the target 25/25 score.

Strengthen outcomes in times tables for pupil premium children in Y4 MTC.

Externally provided programmes

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

Programme	Provider
ELSA	DCC ELSA
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle
Accelerated Reader	Renaissance
Power Maths	Active Learn
Real PE	Create PE
Curriculum Maestro	Cornerstones
Numbots	Maths Circle
Nessy	Nessy Learning
Purple Mash	2simple

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)
