Pupil premium strategy statement – 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
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	19
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)**	Year 1 – 2025/26 Year 2 – 2026/27 Year 3 – 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Daniel Wildman
Pupil premium lead	Daniel Wildman
Governor / Trustee lead	Lisa Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,448.72
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*	£26,448.72

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for all of our pupils, but especially our most disadvantaged, is that they will receive the best start to their learning journey with us here at Walton. Whilst we appreciate the impact that the pandemic has had on all learners and is still a contributing factor to some of the academic and social gaps within our young learners lvies, but understand that is has also resulted in disadvantaged pupils falling further behind. Now more than ever, we are committed to working tirelessly to do everything within our power to narrow and close that gap so that all pupils, regardless of their background, have the best chance to be successful in life.

We believe that, as a primary school, we have the responsibility and privilege of introducing children to the exciting world of learning, giving them the self-confidence to believe that they can succeed and the knowledge and skills for them to be able to do so. As a small village school, we work closely with our families to provide this.

Through knowing our pupils really well, we are able to build from their actual starting points. We are working to embed the best classroom practice so that all of our children experience high-quality first teaching in every classroom, every day. Where required, we offered targeted and specialised interventions to accelerate progress, including working with the SENDCo closely to offer bespoke support. This is complemented by a range of wider strategies to support with mitigating any emotional or social barriers that are evident.

Our current pupil premium strategy plan aims to achieve those objectives over a 3-year period with both short and long-term goals made explicit. This will enable us to really focus on our areas for improvement and make long-lasting and sustainable changes. Our plans in this statement are closely aligned to the objectives in our School Improvement Plan and based on the honest reflections of our School Evaluation Form. Although this is a three-year plan, we will scrutinise all available evidence at least annually to ensure that we are best meeting the needs of our disadvantaged students. This will include ongoing rigorous monitoring and evaluation of their attainment as well as reflecting on any emerging barriers to learning or emerging needs.

Our key priorities are as follows:

• Ensuring all pupils receive quality first teaching in every lesson

• Closing the attainment gap between disadvantaged pupils and their peers

• Providing targeted academic support for students 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.

We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally so that they all demonstrate a thirst for school and the opportunities that we provide within our nurturing and inclusive environment.

“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.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of Pupil Premium children across the school as a direct result of the pandemic, especially in writing and mathematics.
2	Increasing number of Pupil Premium children who have additional barriers to learning by being on the SEND register
3	Attendance of FSM children falling below whole school percentage
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	Curriculum Enrichment opportunities are being missed by children who fall into the category of disadvantaged.

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
To improve the performance of Pupil Premium across the whole so that attainment on KS1, KS2, the Year 1 PSC	- Teacher assessments and standardised tests show attainment in line with national percentages

and Y4 MTC is broadly in line with national averages in all subjects. This should have a particular focus on outcomes in writing.	- Moderation (internal and external) validates teacher judgements - High-quality first teaching consistently evident across the whole school
To improve the performance of Pupil Premium with SEND so that attainment is broadly in line with national averages in all subjects	- SATs data at KS2 and other benchmark tests show attainment in line with national percentages - Moderation (internal and external) validates teacher judgements 4 - High-quality first teaching consistently evident across the whole school
To improve the attendance percentages of both Pupil Premium and Free School Meal children so that they are broadly in line with the whole school averages.	- Attendance data shows that pupil Premium and Free School Meal percentages are in line with the whole school figures. - Pupil Premium and Free School Meal children take with enthusiasm about coming to school in pupil voice surveys
To provide a wider range of enrichment opportunities that are freely available to Pupil Premium children	- Free access to Breakfast Club - Free access to After-School Clubs - Free access to educational visits including residentials - Monitoring of engagement with clubs to ensure maximum uptake
Improved parental engagement among disadvantaged families.	Parental engagement improves measurably, with increased attendance at workshops and curriculum events, improved communication with staff, and a greater number of parents confidently supporting learning at home

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve consistency in high-quality first teaching through staff CPD,	EEF Guidance Reports Great Teaching Toolkit	1,2,4

especially in maths (through single year group teaching) and writing (through enhanced staff CPD and new scheme)		
To improve quality of SEND provision for Pupil Premium children through CPD for the SENDCo and teaching team	EEF Guidance Reports Great Teaching Toolkit EEF Special Educational Needs in Mainstream Schools	2
To provide high-quality CPD for TAs to ensure highest quality impact on whole class and group interventions	EEF Toolkit – TA Interventions EEF Making the Best Use of Teaching Assistants EEF Selecting Interventions	1,2,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide small group intervention to Pupil Premium children currently not meeting age-related expectations, especially in phonics and year 4 times tables	EEF One-to-one and Small group tuition sections of EEF toolkit	1,2,4
To provide digital intervention support software to promote individual and small group progress	EEF Selecting Interventions EEF Toolkit – Small group tuition	1,2,4
Provide in-class guided groups and booster sessions led by teachers and TAs, focusing on core skills.	Regular small group teaching enables precise, needs-led instruction that addresses gaps in understanding. It is particularly effective when linked to class learning and delivered by familiar adults.	1,2
Provide high-quality support for pupils who require access to ELSA (Emotional Literacy	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of	4

Support Assistant), Positive Play and Creative Arts Therapies to strengthen their social and emotional needs effectively.	emotions, rather than focusing directly on the academic or cognitive elements of learning.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To make referrals to Pingle early Help for families in need of support at Tier 2	EEF Improving Social and Emotional Learning in Primary Schools	3
To provide free access to enrichment activities to enable all Pupil Premium children to participate	EEF Toolkit – Arts Participation EEF Magic Breakfast Programme	4,5
To provide all children in school with the opportunity to learn outdoors in our Forest School	EEF Improving Social and Emotional Learning in Primary Schools	1,2
Parent information sessions and drop-ins (e.g. phonics, reading, behaviour strategies) led by existing staff.	Evidence suggests that improving parental engagement can have a positive impact equivalent to 2–3 months' additional progress per year. These sessions build relationships, boost parents' confidence, and extend learning into the home.	4
Pastoral attendance monitoring and early intervention calls home for low attendance.	Attendance issues are often linked to wider vulnerabilities. A robust, supportive approach with timely communication can prevent escalation and ensure families feel supported rather than penalised.	3
Pastoral and safeguarding team-led check-ins, emotion coaching, and structured routines for vulnerable pupils.	Consistent, warm adult relationships and safe routines are protective factors for children with adverse experiences. Supporting emotional regulation and readiness to learn is foundational for educational success.	4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last academic year (2024-2025) our Pupil Premium children across the whole school generally performed well.

Whole School Data Strengths

a. Progress

In reading, 26.3% of Pupil Premium children made expected progress as compared to 75.3%% for the whole school. This means pupil premium children's progress in reading is relatively strong.

In maths, 21.1% of Pupil Premium children made expected progress as compared to 61.9% for the whole school. This means pupil premium children's progress in maths is strong.

In writing, 21.1% of Pupil Premium children made expected progress as compared to 85% for the whole school. This means pupil premium children's progress in writing is strong.

b. Attainment

We will continue to embed this in the coming year to further strengthen our outcomes for disadvantaged learners.

Key Stage Two Data

For context, it is worth noting that this was a small cohort of 19 pupils with 5 children in receipt of Pupil Premium funding. This means each child is worth 20%.

Subject	***Group***	***% at ARE / % at GD***
KS2 Reading	Whole year group	65% ARE 35% GD
	Pupil premium only	0% ARE
KS2 Maths	Whole year group	50% ARE 30% GD
	Pupil premium only	0% ARE
KS2 Writing	Whole year group	55% ARE 10% GD
	Pupil premium only	0% ARE

The performance of the children was below the national expectations, no child who came under the disadvantaged category achieved ARE.

- ***TARGET: Ensure that children achieve expected progress or better within their academics.***

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	60% ARE
	Pupil premium only	50% ARE
KS1 Maths	Whole year group	65% ARE
	Pupil premium only	50% ARE
KS1 Writing	Whole year group	75% ARE
	Pupil premium only	50% ARE

Year 1 Phonics Screening Check Data

- ***TARGET: Achieve in line with national data expectations***

Year 4 Multiplication Times tables Check Data

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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
ELSA	DCC ELSA
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle
Accelerated Reader	Renaissance
Real PE	Create PE
Get Set 4 PE	Get Set for Education
Curriculum Maestro	Cornerstones
Numbots	Maths Circle
Nessy	Nessy Learning
Purple Mash	2simple
White Rose Maths	White Rose Maths
Plazoom	Plazoom
Number Sense	Number Sense Maths Ltd
Jigsaw	Jigsaw PSHE

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.