

# Pupil premium Strategy Statement – Waltham CE Primary School 2025-26

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	94
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2023.24 / 2024.25/2025.2026
Date this statement was published	1 <sup>st</sup> December 2025
Date on which it will be reviewed	5 <sup>th</sup> July ‘26
Statement authorised by	Neil Bardsley
Pupil premium lead	Neil Bardsley
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors) Anna Butler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,520
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ N/A
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 17,968

# Part A: Pupil premium strategy plan

## Statement of intent

At Waltham CE Primary we are committed to ensuring that all our pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. Furthermore, we recognise that disadvantaged pupils can face a wide range of barriers which may impact their learning. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils in order that they make good progress across all subject areas and develop emotional resilience and a sense of positive wellbeing. Moreover, enrichment opportunities are provided so that they develop as rounded individuals who are able to move through the various stages of education.

We will consider the challenges faced by vulnerable pupils, such as those who are 'looked after', have a social worker and who are service children. This statement shows how Pupil Premium, which is additional to main school funding, will be used to address any current inequalities between children eligible for free school meals (FSM) and their non-disadvantaged peers by ensuring that funding supports their needs.

Our aim is that the attainment of Pupil Premium children is level with non-Pupil Premium attainment.

The funding is used in three areas:

1. Improving the quality of teaching e.g. professional development.
2. Targeted academic support e.g. individual/paired/small group tuition.
3. Wider strategies e.g. extra- curricular activities.

### **Key Principles**

**Principles:** Teacher development, enhancing quality of teaching, developing teacher subject knowledge,

**Achieving:** Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring.

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

We recognise that a key factor in achieving high standards of pupil attainment is through teacher development and high-quality teaching and learning. Through delivery of a programme of strong, sustained CPD, focused on evidence-led

teaching approaches there will be an improved quality of teaching. Instructional coaching will further contribute to teacher development. We will also concentrate our spending on developing teacher subject knowledge. Combined these will have a high impact on pupil outcomes. This will have an impact on closing the disadvantage attainment gap while at the same time will benefit the non-disadvantaged pupils in our school.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and supported as appropriate. We will monitor the children's attainment and progress, as well as their emotional and social well-being in order to measure impact of the Pupil Premium. Pupils will have opportunities to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing. Spending will ensure that no pupil misses out of such important aspects of education, that learning is enriched and their self-confidence grows.

## Challenges

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

Challenge number	Detail of challenge
1	Handwriting
2	Executive function – self regulation, working memory and cognitive flexibility
3	Some PP and PP+ children can have higher issues of SEMH and well-being eg service children
4	30% of disadvantaged children have recognised SEND needs

## 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.

No.	Intended outcome	Success criteria
1	Consistently strong teaching and learning practice, where evidenced strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
2	Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged

		pupils in each statutory assessment point.
3	Strong reading /phonic outcomes for pupils in the lower school	Pupils achieve in line with non-disadvantaged pupils nationally in the Phonics Screening Check and in the Reading ELG

## 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) Tier 1

Budgeted cost: £ 10,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p> <p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a></p>	2,3
Provide instructional coaching for	Instructional coaching has been shown to have impact over time due to the nature of being coached in small	2,3

<p>all teachers, delivered by experienced</p>	<p>increments, and having this modelled with time to practice and have feedback on by an expert. The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training. <a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a>  <a href="#">Putting Evidence to Work – EEF</a>  <a href="#">What is Instructional Coaching – Ambition Institute</a></p>	
<p>Engagement in oracy to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place. Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.  <a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a></p>	<p>2,3</p>
<p>To identify a pupil premium champion in</p>	<p>Cat 4 testing for all Year 4 Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p>	<p>2</p>

school to lead on raising attainment strategically.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Tier 2

Budgeted cost: £ 14,347

Activity	Evidence that supports this approach	Challenge number (s) addressed
Support staff to deliver interventions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	ALL
ELSA interventions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing) Tier 3

Budgeted cost: £ 3593

Activity	Evidence that supports this approach	Challenge number(s) addressed
CReW Club	<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=writing">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=writing</a>	1, 4
Uniform /PE	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform</a>	4
School trips inc. Residential	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,4
Milk	We have identified a need to set a small amount of funding aside to support children’s nutrition and health.	4
Music Tuition	<p>Arts participation:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4
Yoga	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	4

**Total budgeted cost: £ 28,520**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

For 2024-2025

The school employs a rigorous and comprehensive assessment system to track pupils' attainment and progress across all key stages. Standardised measures are used consistently in Reading (KS1/KS2 SATs, Smartgrade), Mathematics (KS1/KS2 SATs, White Rose assessments), Grammar (KS1/KS2 SATs, Smartgrade), and Phonics (Year 1/2 Phonics Screening Check). These systems provide leaders with reliable information, enabling precise analysis of pupil performance over time.

Current assessment information indicates that all pupils are making demonstrable progress from their individual starting points. For pupils who are not yet working at age-related expectations, incremental improvements are evident, and the gap between their attainment and national benchmarks is narrowing. Pupils with identified special educational needs, along with those highlighted as emerging concerns, are accurately and systematically identified. Leaders implement targeted interventions and evidence-based programmes that are carefully monitored to secure sustained improvement.

Attendance for disadvantaged pupils remains broadly in line with that of their peers. All disadvantaged pupils access a wide range of enrichment opportunities, including extra-curricular clubs, educational visits, music tuition, wraparound care, and participation in sporting activities. Older pupils regularly represent the school in competitive sporting events, while younger pupils contribute to key school performances such as Harvest and Christmas productions. These enrichment experiences have a demonstrable and positive impact on pupils' confidence, social development, and emotional well-being.

Given the school's small cohort sizes, outcomes expressed as percentages are subject to considerable year-on-year variation. Leaders therefore place emphasis on individual pupil progress and contextual information to ensure evaluations are accurate and proportionate.

### 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

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