



Pupil premium strategy statement

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

Metric	Data
School name	Waddingham Primary School
Pupils in school	81
Proportion of disadvantaged pupils	17/81 (21%)
Pupil premium allocation this academic year	£19,240
Academic year or years covered by statement	2024-25
Publish date	December 2024
Review date	July 2025
Statement authorised by	Claire Hanson-Church
Pupil premium lead	Claire Hanson-Church
Governor lead	Chris Jones- PP and Safeguarding Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
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	£19,240

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and those that need support in our opinion. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that some of our disadvantaged children read less frequently and have limited access to quality texts in comparison to the peers, this negatively impacts their progress in reading
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
6	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure but also an increasing amount of support for anxiety and emotional well-being. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. Since September 2024 17 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs in addition to those with needs we knew of before the pandemic.

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 among 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 among disadvantaged pupils	KS2 reading outcomes in 2023-24 show that 50% of disadvantaged pupils met

	the expected standard in KS2. (Cohort of 2).
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that 50% of disadvantaged pupils met the expected standard. (Cohort of 2)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • qualitative data from child's voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £13,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills	https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ - To ensure high quality teaching to meet the needs of disadvantaged children so that they make progress in line with or exceed national age-related expectations - Ensure that skills and knowledge is consolidated To plan and implement targeted teaching interventions for all children who are not achieving expected progress Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching.' Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need. Research from the Education Policy Institute highlights that the disadvantage gap is around 40% by age 5. With early intervention/ screening in the early years, we aim to prevent the gap from widening. Pupils need a sound understanding of number bonds and times tables to free the working memory	1,2,3

To respond rapidly with targeted teaching for pupils at risk of underachievement.	to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.'	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will continue run and embed Talkboost Intervention into KS1 and KS2.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Both early years' intervention and oral language interventions can add up to an additional +5 months of progress. Continue to develop whole class reading strategies, with explicit use of vocabulary and speaking and listening. Use interactive read-alouds: Engage children in discussions about the stories read in class, encouraging them to express their thoughts and predictions, which can help develop their vocabulary and comprehension skills. Source Encourage peer interactions: Create opportunities for children to work in pairs or small groups to discuss topics, share ideas, and practice new vocabulary, which can enhance their oral language skills. Source Integrate vocabulary instruction across the curriculum: Teach new vocabulary in context and encourage its use in various subjects, ensuring that all staff are actively promoting language development. Source	1
Continue to develop whole class reading strategies, with explicit use of vocabulary and speaking and listening.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

	EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress. EEF toolkit shows that phonics strategies can have up to +4 months of additional progress. This is based on extensive evidence and provides high impact for low cost. Engage families in language development: Provide workshops for parents on how to support their children's language development at home, including reading together and engaging in conversations. Holding monthly 'Read with a Relative' sessions in school to encourage wider family member to read with children. Create a language-rich environment: Ensure that classrooms are filled with print materials, labels, and visual aids that promote vocabulary development and encourage children to use language in their everyday interactions.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths Guidance KS1 and KS2 The EEF guidance is based on a range of the best available evidence: EEF - Improving Mathematics in EYFS and KS1 EEF - Improving Mathematics in KS2 and KS3 Implement a mastery approach to mathematics: This involves ensuring that all children achieve a deep understanding of mathematical concepts before moving on to new topics. Teachers should use varied representations and encourage problem-solving and reasoning skills. Use formative assessment effectively: Regularly assess children's understanding through low-stakes quizzes and feedback sessions to identify gaps in knowledge and adjust teaching accordingly. This helps ensure that all children are progressing.	3,4

	Provide professional development for staff: Invest in training that focuses on effective mathematics teaching strategies, including how to support children with SEN in their learning. This can enhance teachers' subject knowledge and pedagogical skills. Encourage collaborative learning: Foster a classroom environment where children work in pairs or small groups to solve problems together, promoting discussion and peer learning. This can help build confidence and understanding. (Source: Education Endowment Foundation) Monitor progress closely: Regularly track the progress of children (FFT) receiving targeted support to ensure interventions are effective and adjust strategies as needed.	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning	5

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

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional RWI phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	2

collaboration with our local English hub.	when delivered as regular sessions over a period up to 12 weeks: EEF - Phonics - Toolkit	
Funding of Talkboost and other intervention programmes in KS1 and KS2 improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills and or confidence.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF Oral Language Interventions Toolkit	

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

Budgeted cost: £ 2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards DSL/Mental Health lead salary who works closely with families and leads on counselling, attendance, behaviour and social and emotional support, including providing well-being workshops to focus on mindfulness, anxiety and managing emotions.	EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to +3 months. NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment. Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.	6
Subsidise breakfast/after school club, trips,	EEF randomised control trial (2016) has found that breakfast clubs that offer a free and nutritious meal before school can boost reading,	6

experiences, visits and activities	writing and maths results by the equivalent of two months' progress per year. Breakfast clubs improve attendance/punctuality. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils' horizons will be broadened and they will experience and gain greater cultural capital.	
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Total budgeted cost: £19,240

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 2023 to 2024 academic year.

Our external assessments during 2023/24 suggest that the performance of disadvantage pupils was lower than their peers. This is based on the performance of children within the Year 6 SATS (Cohort of 2). Our internal assessments during 2023-24 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to the ongoing Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and through Google Classroom.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, due to COVID-19-related issues as well as the cost of living crisis. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Magic Circle
Third Space Maths	Third Space Learning
Talkboost	ICAN
Feelings Detectives	Psychology Publishing Limited

Emotional Literacy Support Assistant (ELSA)	ELSA Limited
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