



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	61
Proportion of disadvantaged pupils	17/81 28%
Pupil premium allocation this academic year	£25,755
Academic year or years covered by statement	2025-26
Publish date	December 2025
Review date	July 2026
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	£25,755
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	£25,755

Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged pupils:

- o Close the attainment gap between disadvantaged pupils and their peers in reading, writing and mathematics, with a particular focus on improving writing outcomes and reasoning/problem-solving in mathematics.
- o Ensure disadvantaged children develop age-appropriate oral language, vocabulary and phonics skills so they can access the full curriculum and improve reading fluency and comprehension.
- o Improve disadvantaged pupils' engagement, attendance and social-emotional wellbeing so pupils are ready to learn and sustain progress.
- o Provide a broad, enriching curriculum (including cultural capital and extracurricular experiences) so disadvantaged pupils "thrive, flourish and believe" in line with the school vision.

How the strategy works towards those objectives:

- o We adopt the DfE three-tier Menu of Approaches (High-quality teaching; Targeted academic support; Wider strategies) and prioritise evidence-based actions from the Education Endowment Foundation (EEF) and validated programmes. This ensures activity is focused on the highest-impact, cost-effective approaches and is monitored for fidelity and impact.
- o We combine whole-class improvements (CPD, curriculum sequencing) with precise targeted interventions (phonics groups, oral language programmes, small-group tuition/TAs) and wider pastoral supports (ELSA, attendance work, subsidised enrichment). Each funded activity is explicitly linked to a school-identified barrier and to measurable outcomes.

Key principles of the strategy:

- o Evidence-led: all major approaches reference high-quality research (EEF, Nuffield) and are selected for impact and applicability to a small, maintained primary with Pre-school, high SEND and proportion of Pupil Premium (PP) pupils.
- o Diagnose, intervene, evaluate: use robust assessment and regular review cycles so interventions are targeted and adapted. Align assessment with curriculum sequencing to ensure gaps are identified and closed.
- o Sustainability and capacity: invest in staff CPD and coaching so improvements are embedded in everyday teaching (Tier 1) rather than only short-term add-ons.
- o Inclusion and dignity: ensure disadvantaged pupils, including those with SEND, are supported without stigma and benefit from enrichment, clubs and trips.
- o Coherence with school improvement priorities: activities explicitly support the school priorities (writing attainment, maths reasoning, metacognition, leadership consistency, whole-school wellbeing).

Challenges

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

Challenge number	Detail of challenge
1	Oral language and vocabulary gaps from Reception through KS2 are common and are more prevalent among disadvantaged pupils than their peers; this constrains comprehension, writing and classroom participation.
2	Disadvantaged pupils show greater difficulties with phonics and decoding which negatively affects early reading and subsequent reading development.
3	Some disadvantaged pupils have less frequent home reading and limited access to quality texts, reducing reading practice and breadth of background knowledge needed for comprehension and writing.
4	Maths attainment and reasoning among disadvantaged pupils is lower than for non-disadvantaged peers; diagnostic assessment shows gaps in number sense and problem-solving.
5	A significant proportion of disadvantaged pupils have social, emotional and wellbeing needs (including anxiety) and reduced enrichment experiences; this affects readiness to learn, attendance and attainment.

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
<i>A: Language development</i> Improve oral language and vocabulary so disadvantaged children reach age-related expectations in Communication and Language (EYFS) and show measurable vocabulary growth in KS1–KS2.	Reception disadvantaged children's Communication & Language GLD and internal language-screen scores improve by at least one term's typical progress in 12 months; targeted cohorts show +4 to +6 months progress on standardised measures where interventions (e.g., Neli-style structured oral language) are applied.
<i>B: Phonics</i> Raise phonics decoding accuracy and increase Phonic Screening Check pass rates for disadvantaged pupils.	Year 1/2 disadvantaged pupils achieve pass rates that close the gap with peers (target: disadvantaged pass rate $\geq$ cohort non-PP pass rate within 12 months). Targeted 1:1/small-group phonics lead to an average additional progress of c. +5 months for participants.
<i>C: Parental engagement</i>	Disadvantaged pupils' reading frequency (tracked by reading records) increases to match peers (e.g., 4+ reads/week at

Increase home reading frequency and access to quality texts; improve reading fluency and comprehension for disadvantaged pupils.	home or school); internal reading fluency and comprehension measures show at least 6 months additional progress for those receiving targeted support.
<i>D: Outcomes</i> Improve maths attainment and reasoning among disadvantaged pupils, with a focus on number fluency and problem solving.	Disadvantaged pupils make accelerated progress in maths such that the gap to non-disadvantaged peers narrows by measurable steps (e.g., average scaled score improvement; targeted groups make +2+ months' additional progress from interventions like structured TA-led programmes).
<i>E: Pastoral</i> Strengthen social-emotional skills, reduce barriers to attendance, and increase participation in enrichment for disadvantaged pupils.	Reduction in SEMH-related incidents and improved scores on wellbeing checklists; improved attendance for disadvantaged pupils (reduction in persistent absence by a defined percentage point target); at least 80% of disadvantaged pupils participate in at least one extracurricular club or trip in the year.

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: £12,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD on explicit vocabulary instruction and dialogic teaching (planned sequences of Tier 2 vocabulary; subject-linked vocabulary progression). CPD includes modelling, lesson-study cycles and coaching. £500	Vocabulary and oral language development are high-impact approaches; EEF summary: Oral language interventions show strong average impact (+6 months) and are most effective when integrated with curriculum and story reading Education Endowment Foundation – Oral language interventions . Nuffield Early Language Intervention evaluations show substantial gains for Reception children, especially disadvantaged Nuffield Foundation – NELI impact .	1 A
Implement a sequenced writing curriculum across the three classes mapped to school priorities (explicit grammar/spelling objectives, talk-for-writing practises, planned vocabulary and model texts). Provide release time for lead to develop and	High-quality, sequenced curriculum planning and strong subject knowledge improve outcomes (EEF Guide to Pupil Premium; EEF guidance on literacy and curriculum sequencing). EEF guidance on improving literacy recommends explicit vocabulary and writing approaches Education Endowment Foundation – Guide to the Pupil Premium / Literacy guidance .	1, 3 D

moderate writing across classes. £1000		
Strengthen systematic synthetic phonics (SSP) fidelity across Reception–Year 2: programme adoption (validated SSP), rigorous assessment, daily phonics lessons, and training for all staff; allocate TA time for rapid catch-up groups. Access to constant CPD through the RWI portal. Release time for phonics lead to monitor implementation £6000 £1470 £1000	EEF: Phonics is consistently effective for early reading with average impact of +5 months; small-group and 1:1 phonics interventions are particularly effective Education Endowment Foundation – Phonics. Independent evaluations (e.g., Read Write Inc.) show benefits for disadvantaged pupils.	2 B
Coaching and mentoring for early-career and classroom staff (lesson observation, structured feedback cycles, peer coaching) to improve quality of instruction in writing and maths reasoning. £2000	EEF: High-quality teaching is the highest leverage approach in the Pupil Premium Guide; effective professional development and coaching improve teacher practice and pupil outcomes [Education Endowment Foundation – Guide to the Pupil Premium].	1, 4 D
Purchase and embed high-quality decodable and	Matching decodable books to phonics stage is recommended by EEF as part of phonics implementation; wider reading environment increases engagement and supports reading	2, 3 C

rich texts (class libraries, home-reading sets, phonically matched reading books) and train staff to match books to phonics stage. £500	practice [Education Endowment Foundation – Phonics / Reading guidance].	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group oral language programmes in Reception and KS1 (e.g., NELI-style approaches or structured oral language interventions delivered by trained TAs). £5000	NELI and oral language interventions show measurable benefits for Reception children (NELI: +3–7 months average, larger gains for disadvantaged) Nuffield Foundation – NELI impact ; EEF Oral Language interventions (+6 months) Education Endowment Foundation – Oral language interventions .	1 A
Daily targeted phonics catch-up groups (4–5 sessions/week) and 1:1 phonics for pupils who need it, led by trained staff using validated SSP sequences. £3500	EEF: Targeted phonics in small groups and 1:1 is effective; 1:1 yields larger effects (+8 months) though fewer pupils can be reached; small groups also effective (+4 months) Education Endowment Foundation – Phonics .	2 B
Structured reading comprehension and fluency groups for KS2 disadvantaged pupils (guided	EEF: Reading comprehension strategies can be effective when taught explicitly; combining decoding and comprehension strategies is important [Education Endowment	2, 3 A

reading with emphasis on vocabulary, retrieval, inference and background knowledge). £300	Foundation – Improving Literacy guidance and Toolkits]. The EEF Guide emphasises the balance between phonics and comprehension.	
Small-group/TA-led maths intervention using an evidence-informed programme (e.g., 1stClass@Number1 or other EEF-promising programmes) for pupils with gaps in number and reasoning. Provide TA training and structured materials. £700	EEF evaluation of 1stClass@Number1 shows it is a promising TA-led programme that produced around +2 months' additional progress for Year 2 pupils in trials Education Endowment Foundation – 1stClass@Number1 evaluation. The EEF emphasises structured small-group maths interventions for low-attaining pupils.	4 D
Use of short, regular one-to-one or small-group tutoring for targeted pupils (NTP/validated tutors) focusing on writing composition, spelling/grammar and maths reasoning during term-time and where necessary after school. £750	EEF: One-to-one and small-group tuition targeted at specific needs is effective; tutoring targeted at knowledge gaps is an effective method to support low-attaining pupils [Education Endowment Foundation – Teaching and Learning Toolkit on Small group/one-to-one tuition].	1, 2, 4 A, D
SEND-specific structured interventions and communication support (speech and language links, SALT programmes and liaison with external professionals). £1000	EEF and NHS guidance note targeted SEND support and SLCN interventions can be effective when aligned with classroom teaching; Early identification and liaison with SALT supports language and comprehension development. (See EEF oral language and SEND resources) [Education Endowment Foundation – Oral language interventions].	1, 2, 5 A

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

Budgeted cost: £ 2,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a targeted SEMH package: trained ELSA provision, small group SEL programmes (universal and targeted), mindfulness and restorative approaches; link with mental-health practitioners where needed including supervision £450 £165 £500	EEF: Social and Emotional Learning (SEL) interventions have a positive impact on attainment (+3 months) and support disadvantaged pupils; effectiveness is higher when SEL is embedded and staff trained Education Endowment Foundation – Social and emotional learning.	5 E
Attendance support: designated attendance/family liaison time, early help for families, transport/food support where necessary, attendance incentives and monitoring. £200	EEF and DfE guidance: Attendance is a key barrier to disadvantaged pupils (EEF analysis); DfE guidance and EEF Guide to Pupil Premium recommend targeted attendance support as a wider strategy to increase school hours and learning opportunities [Education Endowment Foundation – Guide to the Pupil Premium].	3, 5 E
Subsidised enrichment and extracurricular access (music, art, sport clubs, residential/trips, focus on physical wellbeing). Priority places and transport or subsidised costs for disadvantaged pupils. £400	EEF: Wider experiences and enrichment are important to build cultural capital and engagement; EEF Guide highlights wider strategies including extracurricular activities as part of the tiered approach [Education Endowment Foundation – Guide to the Pupil Premium].	3, 5 E
Home reading support: provide quality home-reading packs, phonically matched books to take home, reading	EEF: Home reading and parent engagement support literacy development; Guide to the Pupil Premium and literacy guidance recommend supporting reading in the home environment and engaging	2, 3 C

incentives and family reading workshops (practical sessions to model strategies for parents). Included above	families. Evidence shows improving home reading frequency supports fluency and comprehension [Education Endowment Foundation – Guide to the Pupil Premium / Literacy guidance].	
Breakfast provision and targeted meal support for families in short-term need to ensure children are ready to learn. £400	EEF Guide and sector evidence note that provision of breakfast/meals reduces barriers to learning and supports attendance and concentration (DfE Menu of Approaches includes breakfast clubs). [Education Endowment Foundation – Guide to the Pupil Premium].	3, 5 E
Leadership time and governance: protect senior lead time for PP strategy monitoring, data analysis and link governor role to ensure accountability and sustained implementation.	EEF Guide to the Pupil Premium highlights that leadership and governance oversight are central to successful Pupil Premium strategies and implementation [Education Endowment Foundation – Guide to the Pupil Premium].	All (cross-cutting)

Total budgeted cost: £25,835

Part B: Review of outcomes in the previous academic year

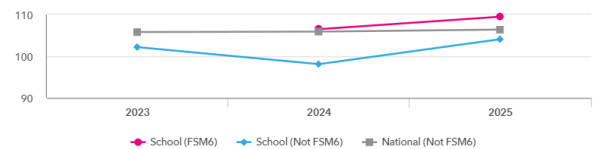
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our external assessments during 2024-25 suggest that the performance of disadvantaged pupils was above their peers. This is based on the performance of children within the Year 6 SATS (Cohort of 1/8). Our internal assessments during 2024-25 suggested that the performance of all disadvantaged pupils was slightly lower than in the previous years in key areas of the curriculum.

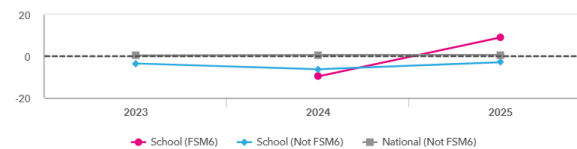
KS2 attainment for disadvantaged pupils 2025

Average Scaled Score (Re, Ma) ✓



KS2 progress for disadvantaged pupils 2025

Average Scaled Score (Re, Ma) ✓



Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be 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
Talkboost	ICAN
Feelings Detectives	Psychology Publishing Limited
Emotional Literacy Support Assistant (ELSA)	ELSA Limited