Pupil Premium Strategy Statement – Wolston St Margaret's C of E Primary School 2024/25 – 2027/28

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
School Name	Wolston St Margaret's Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	12.56% (26 children) • Including 3 children eligible for the Service Premium Including 3 children who are classed as PCiC
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)**	2024 – 25 to 2027 – 2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Michelle Clemons (Headteacher)
Pupil premium lead	Michelle Clemons
Governor	Gemma Wood (Teacher Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,270.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£00.00
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*	£42,270.00

Part A:

Statement of intent

At Wolston St Margaret's C of E Primary School, we are determined to give pupils who are in receipt of pupil premium funding every opportunity to progress academically and socially and fulfil their potential. We know that each of our pupils experience distinct barriers to learning and we endeavour to take account of the needs of individuals, providing tailored and specific support. We want to ensure that social disadvantage does not limit the life chances of our pupils and we will provide rich and varied learning opportunities that will impact their engagement, progress and attainment and create life-long learners.

Our principles in allocating Pupil Premium funding are to:

- To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils.
- For our disadvantaged pupils and those at risk of not being able to thrive, to make good or better than expected progress.
- To support learner's emotional well-being so they are 'ready to learn' and can maximise the opportunities school offers.
- To enrich the learning or our socially disadvantaged pupils, ensuring they have access to a wide range of life opportunities and cultural experiences.
- To engage parents in their children's learning so they can positively support learning whilst engaging with their child's education.
- To promote an aspirational and inclusive learning environment – where all pupils are encouraged to be successful, confident learners with aspirations for their future

We will do this by:

- Ensuring all our pupils experience high quality teaching that addresses their specific learning needs.
- Refining our targeted provision for lower attainers so they are prioritised to receive teacher time.
- Utilising catch up programmes that are proven to impact on children's outcomes.
- Embedding our support for children's mental wellbeing
- Expanding our offer of Therapeutic services so support mental wellbeing and self regulation
- Running events that will engage parents in their children's learning so they support our aspirational goals for our pupils.
- Mentoring and championing our most vulnerable children.
- Enriching our curriculum and prioritising our disadvantaged pupils so they can access a wide range of opportunities.

NB: In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. For these reasons, the funding we receive will be used to target support where it is needed using our knowledge of the children, their families and their life experiences.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments on the **3-core subject** of Reading, Writing and Maths indicate that our disadvantaged pupils do not achieve as well as others.
2	**SEMH** (social, emotional & mental health) - low levels of emotional well-being, self-confidence, resilience and managing feelings are displayed by a growing number of pupils, including our disadvantaged pupils.
3	There is a high proportion of PP children that are also **SEND** and current targeted interventions are not enabling SEND children in particular to make sufficient progress to impact positively in relation to age related attainment measures
4	Children lack **enrichment experiences** that stimulate the imagination and motivate language, aspirations and creativity and support SEMH.
5	22% of our Persistently Absent pupil are pupil premium children (6 of the 31 children)
6	Many pupils eligible for Pupil Premium experience challenges with oracy, including limited vocabulary, reduced confidence when speaking, and fewer opportunities for rich talk beyond the classroom. This is reflected in our current nursery cohort, where 40% of children entered below the expected level in speaking, listening and communication.

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
The attainment of Pupil Premium children in Writing is at least in line with that of their peers nationally *Challenge Link 1*	Across all year groups, the number of pupils achieving ARE increases from their baseline data. All academic outcomes demonstrate progress and the attainment gap between Pupil Premium children and their peers is reducing. Pupil Premium children receive both academic and pastoral interventions as needed Those children that are Pupil Premium and SEND have made good progress from their starting points.
Pupil Premium children develop their SEMH awareness and resilience *Challenge Link 2*	A Senior Mental Health Lead, has successfully implemented a positive culture of wellbeing for all. Pupil Premium children are able to complete challenges and show perseverance and resilience, pupil voice demonstrates an understanding of growth mindset. A range of diagnostic and therapeutic support is available for all children in school.

Pupils with additional needs make accelerated progress from their starting points with *Challenge Link 3*	Leaders ensure that extra support for pupils with SEND is well targeted, effective and meets their needs, resulting in our SEND pupils making accelerated progress from their starting points. Interventions take place throughout the school on a regular basis and the impact is monitored by teachers and leaders.
Pupils will be provided with experience outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self – esteem, ultimately pupils cultural capital is developed and sustained. OPAL provision is launched and will create a more dynamic and collaborative environment by prioritising outdoor play as an essential component of our children's academic and personal growth *Challenge Link 4*	Cultural capital is enhanced by experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class. This offer is monitored across school. Monitoring of extra – curricular activity attendance to show that at least 20% of attendees are PP. The PP lead, is aware of the need to develop this offer and ensure it is sustained. Funding is provided to support PP families where necessary when a pp child may be declining an experience due to financial constraints. PP pupil voice shows a greater understanding of the world around them. PP pupils are aspirational for their learning and are enabled to access wider curriculum learning, some within a real-life context.
Attendance for Pupil premium children is inline with the national expectation *Challenge Link 5*	The attendance champion acts swiftly and follows the staged approach, working with families to identify individual barriers to attendance, and so reduce the % of PP absenteeism. Currently, 19% of our Persistently Absent pupils are pupil premium.
Pupils develop age-appropriate oracy skills and confidence, closing the gap between Pupil Premium pupils and their peers and enabling full participation in learning and progress in reading and writing. *Challenge Link 6*	Across the EYFS, pupils demonstrate improved oracy and vocabulary from their baseline assessments, with an increasing proportion achieving age-related expectations. Targeted provision and a clearly implemented oracy and vocabulary framework ensure Pupil Premium pupils receive appropriate and consistent support. As a result, progress is evident in spoken language and communication, and the gap between Pupil Premium pupils and their peers is reducing. Pupil Premium pupils, including those with SEND, make good progress from their starting points through a combination of academic and pastoral support.

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: £23,000.00 £21,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff training and the renewal of Little Wandle Letters and Sounds programme and resources	This is a DfE validated systematic synthetic phonics scheme (SSP). EEF research shows that using a SSP has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills and a high level of impact on the accuracy of word reading, particularly for disadvantaged children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 3
Staff expertise and pedagogical knowledge appointed - to lead key areas of provision – **Writing & Maths** is led by senior leaders, titled **Standards Leads** – both leads are UPS teachers and have a TLR for the additional responsibility of leading, monitoring, delivering cpd and supporting provision for a core subject. **SEND** – Non class-based part time SEND lead provides bespoke targeted support and CPD to develop expertise of staff and identify thresholds, needs and provision.	**EEF Moving forwards making a difference A planning guide for schools 22-23** Quality first teaching is at the heart of all we do and building classroom pedagogy is an important component of this. High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. ***EEF Guide to the PP*** "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." ***EEF guidance report and online training*** ***Making the best use of teaching assistants*** ***Guidance from SEN in mainstream schools. EEF Oct 21***	1, 2 & 3
Staff CPD on strategies to improve pupils Personal Development – SEMH, in particular metacognition, mental health and wellbeing, PDA and anxiety	Staff CPD is from RISE is available to all staff, building a greater awareness and a range of strategies to adopt in school ultimately enabling children to improve academic engagement and focus. Areas covered relate to children's Mental Health and Wellbeing and Anxiety in Children. EEF Social and Emotional Learning.pdf(educationaendownmentfoundation.org.uk) Staff CPD is linked to the Trauma Informed approach - a trauma-informed approach in schools helps children feel safe,	1 - 5

	supported, and understood by recognising the impact of adverse experiences on their behaviour and learning. By fostering strong relationships, emotional regulation, and a nurturing environment, this approach improves engagement, resilience, and overall wellbeing. Staff enable pupils to understand how they learn best and are able to develop their own strategies to maximise their learning and regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Purchase of diagnostic assessment materials to identify baselines and progress made. Ongoing use of summative assessment to assess and teach gaps in learning NFER & Insight Senior Leaders responsible for standards, assessment and learning in core subjects– UPS & TLR	Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil, to help ensure they receive the correct additional support through intervention/teacher instruction/adaptive teaching. Primary assessment tracking tools enable teachers to identify gaps in provision, trends within classes and assess and compare vulnerable groups – newly purchased INSIGHT – training delivered January 25	1 & 3
Additional Staffing Capacity (fluid approach support allocated on review of cohort needs)	An improved adult; child ratio enables teachers to teach differently, fostering high quality interactions with pupils and minimising disruption. Ultimately improving the flexibility for organising learners and the quality and quantity of feedback the pupils receive. Target year groups – Y6 (autumn & spring term) Target year groups – Y5 (summer term) Target year groups – YR, Y1 – fulltime learning support assistant Other year groups have needs met as and when we can release staff, year groups have now joined interventions where children are working within the same age range, to utilise staff and address gaps.	1 & 5
Invest in a holistic approach to support identified needs - therapeutic & counselling services	We have capacity within our staff team and now look to offer more specialist provision eg; training of staff to offer Lego therapy, access to 'Ted the Therapy Dog' and 1;1 counselling offer for children in need of social and emotional support. *Schools are raising the attainment gap for disadvantaged students by having an individualised approach to addressing barriers to learning and emotional support, at an early stage.* *(DFE – Supporting the attainment of disadvantaged pupils)*	1 - 5

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

Budgeted cost: £ 19,000.00 £19,850.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics and reading tuition for children in Years 1 - 3, including disadvantaged pupils	Phonics approaches have a strong evidence base showing the positive impact on pupils, particularly those who may be disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy Small group work is also highly effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 & 3
Primary Wellcomm helps to identify pre-school and primary school children who are experiencing barriers to speech and language development so that structured programs of support can be put in place via early identification.	Delayed language skills lead to under-performance later in life. EEF toolkit indicates high impact for communication and language approaches (+5 months) for EYFS interventions and (+6 months) for Primary interventions. Research into communication and language approaches which work – proven to have high impact and low cost and add a positive 5 – 6 months for children. (EEF) Language is the medium which all other learning occurs, making language rich education settings vital for the development of speech, language and communication skills (lively Project 2022)	1 & 3
Use of specialist SEND advice and intervention, including diagnostic assessments of individual pupils to enable targeted support to employed most effectively	The use of individualised educational plans supported by diagnostic assessments and observations impact positively on pupil progress in key areas. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2 & 4
Investment in a holistic approach through partnership with KICK UK supports pupils' SEMH needs.	Targeted mentoring and pastoral support delivered through KICK UK, informed by ongoing observations and pupil need, has a positive impact on pupils' SEMH development, engagement, and readiness to learn, particularly for those eligible for Pupil Premium.	1 & 2
Online resources: Times Tables Rockstar's Number Stacks	EEF indicates moderate impact for digital technology (+4 months)	1 & 3

Spelling Shed		

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

Budgeted cost: £2640.00 **£5,570.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extracurricular activities, including sports, outdoor activities, residential experiences, arts, culture and trips.	Families are supported where appropriate to ensure children are given cultural capital, experiences and personal development opportunities they might otherwise not receive that are in addition to the curriculum offer. As a school, we believe access to enrichment activities can support self-esteem and social skills of pupils. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation*	2, 4 & 5
Development of our outdoor offer – OPAL & Outdoor Learning/Forest School type provision	OPAL (Outdoor Play and Learning) provision enriches pupils' wellbeing by promoting active, imaginative, and social play, which enhances physical and mental health. It fosters resilience, teamwork, and problem-solving skills, leading to improved confidence and social interactions. By providing diverse outdoor experiences, OPAL supports a more inclusive and engaging learning environment, contributing to better behavior, focus, and overall academic outcomes. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. *Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (Education Endowment Foundation)*	2, 4 & 5
Implementing awards and recognition of improved and good attendance	The DfE report on improving school attendance recommends resourcing attendance appropriately, including through the use of Pupil Premium funding. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5

Consultation to join the Warwickshire Closing The Gap pilot.	Participation in the Warwickshire *Closing the Gap* Pilot supports the use of targeted early years and whole-school strategies that improve communication, engagement and outcomes for disadvantaged pupils.	6

Total budgeted cost: £ 44,640.00 new figure £46,620.00

Part B:

Outcomes for disadvantaged pupils

- Reception Good Level of Development was slightly above the National at 77%, 50% of pupil premium children achieved the expected standard.
- Year 1 phonics was below the National percentage of 80%, WSM was 67% and 50% of pupil premium children met the standard. It is also important to note that all PP children did make progress from their starting points. Staff CPD of Little Wandle continues to ensure that phonics provision for all children is effective, phonics training and resources are well established and phonic lessons have shown to be of a consistent quality across the school.
- KS1 writing data, although not statutory, is not above national figures (based on DFE predictions): National writing – 64%, Maths – 73% and Reading 71%. WSM KS1 writing -66%, Maths – 67%, Reading- 68%. Within this, 67% of pupil premium children met the expected standard in Writing, 67% in Maths and 0% in Reading.
- Year 4 Multiplication tables check was well above the (estimated) National of 37%, WSM was 61%. 0% of Pupil Premium pupils passed the test (100% score to pass).
- End of KS2 data showed that WSM achieved in-line with National figures in some areas and were also slightly below in others. It is important to note the better than expected progress made by all pupils through in-year assessments. The combined National figure for achieving the expected standard in Reading, Writing and Maths was 62% and WSM was 63% The National figure for achieving the expected standard in Writing at the end of KS2 was 72%, WSM was 67%. Maths Nationally was 74%, WSM was 70%. In Reading the National percentage was 75% and WSM achieved 70%. Out of this 60% of pupil premium children met the expected standard in Reading. 60% met the expected standard in Maths and 40% met the expected standard in writing. Pupil Premium children that did not meet the age-related expectation for SATS– all made better than expected progress from their starting points within their personal learning journey. 60% of this children were also on the SEND register and one was disapplied from the tests. 40% of these children were also persistently absent from school.
- The attainment evidence shows that, overall, performance of disadvantaged pupils, across all key stages is lower than that of other pupils.
- Families received items of uniform, resources to support home learning and contributions to wider experiences such as a residential in Y6.
- Enrichment opportunities have been experienced by our children from nursery to year six, this included a whole school pantomime experience– we ensured every child that wanted to attend was able to.

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
Mental Health First Aid	National College
Early language screening and support programme	WellComm
Little Wandle – Letters and Sounds revised	https://www.littlewandlelettersandsounds.org.uk/
White Rose Maths	Trinity MAT
Nelson Handwriting	Oxford University Press
Number Stacks	https://www.numberstacks.co.uk/