



Pupil premium strategy statement

St Mary's Wavendon CE Primary School 2025-2028

This is our school. With God's help we care for one another, are curious in our learning, and know we are all loved.

Luke 10:27 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind' and 'Love your neighbour as yourself.'

This statement details our school's use of pupil premium (and recovery 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	498
Proportion (%) of pupil premium eligible pupils	140 pupils – 28 %
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)	3 years
Date this statement was published	September 2025
Date on which it will be reviewed	Annually
Statement authorised by	Hayley Cook
Pupil premium lead	Fiona Hull
Governor / Trustee lead	Mr D Hopkins

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£154,530
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£154,530

Part A: Pupil premium strategy plan

Statement of intent

St Mary's Wavendon adopts a whole school approach with all being empowered and accountable for our pupil premium pupils. We believe that all pupils should thrive and flourish at St Mary's Wavendon, through high expectations, excellent quality first teaching, and a range of enriching learning opportunities. We utilise Pupil Premium funding effectively to ensure that all pupils' needs are met, and that they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision, to widen their experiences. Pupil premium funds will be ring fenced to directly benefit and target disadvantaged pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs. All expenditure is evaluated using key performance indicators which include attendance, progress and attainment data.

A range of interventions are on offer to learners who require additional support, as well as families. As a school our offer extends beyond the school to include uniform support, food bank and St Mark's meals support, community coffee mornings and much more.

No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to narrow the gap and other more creative offers which influence academic progress and achievement and their social emotional well-being.

Our plans are adapted throughout the year and reviewed regularly in conjunction with the pastoral and SEND team, Heads of Years and SLT.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement Lack of parental engagement within disadvantaged pupils is seen to have an impact on the learners attainment and progress. Parents require support to understand the entitlement of pupil premium and therefore a concern for school is we are not seeing the true picture of pupil premium numbers in school
2	Reading and phonological awareness/ knowledge Underdeveloped reading and phonics skills are seen to be lower and difficulties more prevalent in our disadvantaged pupils
3	Attendance Attendance is vital in ensuring all disadvantaged pupils are in school and accessing learning. Data shows disadvantaged pupils have lower attendance rates and these need to be raised
4	Access to the curriculum through technology Equity for each learner is vital for pupil premium learners being able to achieve at least in line with peers St Mary's Wavendon want to ensure that there is equity and are starting the journey of providing 1:1 devices for pupils
5	Behaviours Observations and assessments show that behaviours of our disadvantaged pupils are having an impact upon attainment and progress

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
Attainment and progress level in early reading and phonics reaches national expectations	Pupils in Early Years and KS1 will meet national standards for reaching and the phonics screening test.
All learners have access to appropriate technology which in turn aids their progress and attainment no matter what their background or circumstances	All pupil premium learners have access to technology at home and at school which allows for further engagement in learning
To have attendance percentages in line with or above the expected at national level	<p>Induction process clearly highlighting to all new parents the expectation.</p> <p>Pastoral lead and the attendance team will support families where attendance is low and monitor it regularly. Pupils attendance will increase.</p>
To ensure pupils are supported effectively in their social, emotional and personal development, to enable them to fully access and engage in the curriculum	Social and emotional needs are supportive of academic and emotional learning to ensure that progress is good or improving, and gaps begin to narrow.
To establish supportive whole-family provision and signposting	Parents positively engage and develop supportive relationships with key staff members. This in turn supports the emotional and social well-being of pupils and impacts positively on attitudes to learning and outcomes.

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: £27352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Restructuring of the inclusion team (SEND/Pastoral) in School and SENDCO taking on inclusion of all vulnerable groups.</p> <p>CPD and time given for inclusion leader and teachers to monitor teaching and learning of the disadvantaged pupils.</p>	<p>“The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils.”</p> <p>EEF, Moving forwards, making a difference A planning guide for schools 2022–2</p>	<p>1, 5</p>
<p>Staff CPD including SEND for ALL staff to ensure staff are equipped with behaviour support strategies and learning strategies to ensure good progress and attainment for all</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	<p>2, 4, 5</p>

<p>Introduction and establishment of Read Write Ink across the school to support the teaching and learning of phonics.</p> <p>Staff CPD in relation to Read Write Ink</p> <p>Purchase of Read Write Ink and accelerated reader for pupils</p> <p>Interventions to target those under achieving in phonics</p> <p>Streamed phonics groups including those Year 3 pupils who didn't achieve the Year 1 phonics screening test after a re-take in Year 2</p>	<p>DfE Reading Framework</p> <p>Read Write Ink resources and training – Ruth Miskin</p> <p>Studies show children with larger vocabularies achieve more academically and display better behaviour. However, by the end of the Early Years Foundation Stage (EYFS) a third of disadvantaged children have speech, language and communication delays compared with one sixth of their peers (J Hempshall 2019)</p>	<p>2, 5</p>
<p>Attendance monitoring schedule and pastoral/ family support leader in place</p> <p>Phone calls and home visits to pupils where attendance is a concern and they are not in school</p>		<p>3</p>
<p>Further embed a sound understanding of the teaching of maths mastery in school.</p> <p>Develop the knowledge of how to improve fluency, reasoning and problem solving in maths.</p>	<p>DfE maths - https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>Links to Enigma Hub, sentence stems, fluent in five; and White Rose</p>	<p>4, 5</p>

<p>Staff meeting time allocated to supporting staff</p> <p>Purchase of additional resources to support maths mastery.</p> <p>TT Rockstars; White Rose and Fluency Bee; Numicon; fluent in five</p> <p>Introduction of Teaching for Mastery Maths across Reception and KS1 with key teachers leading this and working with Enigma Hub</p> <p>Staff to run an after-school club for disadvantaged pupils who either need additional help, or who do not get the support at home ordinarily.</p>		5
<p>Whole school CPD training for Zones of Regulation</p>	<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): Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £ 12076

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Tutoring to target disadvantaged pupils working below age expectation in reading: *Small group structured interventions in reading by a qualified teacher</p>	<p>The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy. The EEF Toolkit states: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p>	<p>2</p>
<p>Tutoring to target disadvantaged pupils working below age expectation in phonics *Small group structured interventions in writing by a qualified teacher</p>	<p>The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy. The EEF Toolkit states: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Lower attaining pupils are particularly likely to benefit.</p>	<p>2</p>
<p>Heather Legge (for disadvantaged who do not read at home) and Jo Dervish employed to support a love of reading</p>	<p>The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy. The EEF Toolkit states: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p>	<p>2</p>
<p>Quality first teaching</p>	<p>https://thirdspacelearning.com/blog/quality-first-teaching/</p>	<p>2</p>
<p>Small group interventions with TA's and HLTA's (such as drawing and talking; phonics; forest school; TFG team building; pre-teaching)</p>	<p>https://educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2, 5</p>

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

Budgeted cost: £ 35840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement eg: Early Help, CIN mtgs; completion of applications to support their child</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://assets.publishing.service.gov.uk/media/5a7e27ffe5274a2e87daf eb2/managing-pupil-mobility-to-maximise-learning-summary.pdf</p>	<p>1,3</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice, including having high expectations for attendance and conveying clear messages about how attendance affects attainment HT and allocated office lead to meet with parents/ carers of disadvantaged pupils with</p>	<p>The DfE guidance</p> <p>Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] stresses the importance of addressing attendance.</p> <p>Key for School Leaders 'Research into how attendance can impact attainment' states: The Department for Education [DfE] published research in 2016 which found that pupils with no absence are 1.3 times more likely to reach the expected standard at key stage 2 and 3.1 times more likely to achieve the higher standard.</p> <p>https://assets.publishing.service.gov.uk/media/5a7e27ffe5274a2e87daf eb2/managing-pupil-mobility-to-maximise-learning-summary.pdf (NCSL)</p>	<p>1,3</p>

<p>persistent absence to seek ways to improve this, including agreeing and signing an attendance contract</p>		
<p>Provision and roll-out of 1:1 devices for all pupils across the school to be in line with the trust. Access to technology tools to support learning for vulnerable pupils</p>		4

Total budgeted cost: £

Part B: Review of the previous academic year 2024 to 2025

Outcomes for disadvantaged pupils

EYFS	GLD (Good Level of Development)		
All pupils	68.1%		
Pupil Premium	46.7%		
	EXS+ in Reading	EXS+ in writing	EXS+ in Maths
KS1 Data	Reading	Writing	Maths
All pupils			7
Pupil Premium			
End of KS2 Data	Reading	Writing	Maths
All pupils	74%	64%	71%
Pupil Premium	50%	20%	20%
Year 4 MTC Date	25/25	20+	
All pupils	26%	71%	
Pupil Premium	1.5%	23%	
Year 1 phonics Data	Pass – 32 or over		
All pupils	68%		
Pupil Premium	45%		

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using Phonics screening, MTC, KS1 and KS2 data. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Data from tests and assessments suggest that, despite some strong individual performances, there is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Our observations and assessments demonstrated that pupil learning behaviour is a significant barrier for the disadvantage

