



# Pupil premium strategy statement

## Watling Primary School

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	270 (Years R-6)
Proportion (%) of pupil premium eligible pupils	10.37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 2025 - 2026
Date this statement was published	November 2024 (updated November 2025)
Date on which it will be reviewed	November 2026
Statement authorised by	Vikki Pegg
Pupil premium lead	Grace Burrows
Governor / Trustee lead	Akhtar Jan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,370 (based on October 2025 Census – awaiting confirmation)
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£42,370

# Part A: Pupil premium strategy plan

## Statement of intent

At Watling Primary School, our vision is to create a learning community where all members feel valued, respected and empowered to develop to their full potential by 'nurturing a passion for learning.' Our Watling Way value 'aspire' sets out our commitment to all members of our school community achieving ambitious goals.

This includes academic progress and attainment, as well as the personal development of all pupils.

Equality of opportunity in education links closely with our curriculum driver of economic and emotional wellbeing. We believe every child has the right to access a high-quality education in order that they can go on to achieve success and emotional wellbeing, irrespective of their starting points and free from social or economic disadvantage.

High-quality teaching is at the heart of our approach. We recognise this as the most effective way of improving pupil attainment for children who are socio-economically disadvantaged, as well as those who are non-disadvantaged. Through access to high-quality CPD, we aim to equip our teaching staff with levels of expertise to facilitate good progress to close the disadvantage attainment gap. In addition to Quality First Teaching, we use targeted support and intervention to address any specific gaps in learning.

We are committed to supporting our children to overcome any non-academic challenges that might impact on their progress and attainment. This includes (but is not limited to) strategies to encourage good attendance and positive behaviour, as well as additional support to meet the Social, Emotional and Mental Health (SEMH), SEND and safeguarding needs of our pupils.

Where appropriate, we will implement additional strategies to ensure that all our children are able to access a wide range of enrichment opportunities and enhance their life chances.

Our Pupil Premium strategy is responsive to both the commonly regarded challenges and the individual needs of our disadvantaged pupils. We will use our knowledge of individual pupils and their circumstances to identify our priorities and decide on the most effective approaches to support them.

## Challenges

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

Challenge number	Detail of challenge
1	In 2025, the percentage of our disadvantaged pupils working below age-related expectation is 25% in Reading, 37% in Writing and 25% in Maths.
2	We have identified Social, Emotional and Mental Health (SEMH) issues in 30% of our disadvantaged pupils which may present as a barrier to engagement with learning.
3	Some of our disadvantaged pupils have limited access to extra-curricular activities outside of school.
4	52% of our disadvantaged pupils have other identified vulnerabilities e.g. SEND or ongoing safeguarding concerns.

## 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
Age-related levels of attainment in core subjects (Maths and Literacy).	Early identification of gaps in learning to facilitate high-quality teaching, including targeted short-term interventions. Monitoring Attainment and Progress spreadsheets (MAPs) and FFT attainment and progress tracker demonstrate good progress over time towards age-related attainment levels.
Age-related levels of attainment in reading.	Phonics placement assessments used to accurately identify pupils who are not reading at age-related levels. Rapid catch-up programmes utilised to close the gap in reading attainment over a short period of time. Little Wandle assessment tracker demonstrates good progress over time towards age-related attainment levels.

<p>Full access to a range of extra-curricular opportunities.</p>	<p>Wide range of after-school clubs will be offered at subsidised rates.</p> <p>Discounts and subsidies will be offered to support access to school trips and other enrichment activities.</p> <p>High percentage of take-up for extra-curricular clubs and school trips.</p>
<p>SEMH needs of pupils will be supported so that they are able to access and engage in learning.</p>	<p>Access to and engagement with specific programmes to support needs.</p> <p>Involvement of teaching team with expertise in delivering programmes to target areas of concern.</p> <p>PSHE curriculum will incorporate strategies to regulate and manage emotions.</p> <p>Strong and positive relationships with families.</p> <p>Full access to the Curriculum with at least expected levels of progress.</p>
<p>Other identified vulnerabilities will be supported so that pupils are able to access and engage in learning.</p>	<p>Access to and engagement with specific programmes to support needs.</p> <p>Involvement of teaching team with expertise in delivering programmes to target areas of concern.</p> <p>PSHE curriculum will incorporate strategies to regulate and manage emotions.</p> <p>Ongoing involvement of SENCo and DSL team where appropriate.</p> <p>Strong and positive relationships with families.</p> <p>Full access to the Curriculum with at least expected levels of progress.</p>

## 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: £14,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT with responsibility for Teaching and Learning and SENCo to support teachers in delivering Quality First Teaching to meet the needs of all pupils.	Strong evidence to indicate that high-quality teaching is the most important factor in improving pupil attainment. Support for teachers to deliver this standard of teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <b>EEF School Planning Support: High-Quality Teaching</b>	1, 2 and 4
CPD for all staff to support the whole school approach to the Little Wandle phonics programme.	Strong evidence base demonstrating the positive impact of phonics sessions on attainment in reading. <b>EEF Teaching and Learning Toolkit: Phonics</b>	1
SENCo to identify training needs and provide CPD opportunities for staff (generally and to deliver specific interventions).	Targeted and high-quality deployment of support staff to deliver interventions has a positive impact when used to supplement Quality First Teaching. <b>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions</b>	1, 2 and 4
Whole-school access to training through extended working hours for support staff to attend weekly CPD sessions.	Well-designed, selected, and implemented CPD has a positive impact on pupil attainment. <b>EEF Guidance Report: Effective Professional Development</b>	1, 2 and 4

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

Budgeted cost: £13,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics rapid catch-up interventions.	Strong evidence base demonstrating the positive impact of phonics sessions on attainment in reading. <b>EEF Teaching and Learning Toolkit: Phonics,</b>	1
Small group support to target specific identified gaps in learning.	Targeted and high-quality deployment of support staff to deliver interventions has a positive impact when used to supplement Quality First Teaching. <b>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions</b>	1 and 2
Small group support to target specific SEND.	Positive environments, holistic understanding of the needs of pupils, high-quality teaching and effective working alongside support staff impacts positively on outcomes for children with SEND. <b>EEF Guidance Report: Special Education Needs in Mainstream Schools</b>	1 and 4

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

Budgeted cost: £13,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support to target SEMH concerns.	Extensive evidence linking positive SEMH with improved outcomes in school and later in life. <b>EEF Schools Guidance: Improving Social and Emotional Learning in Primary</b>	2

Training for all staff in Zones of Regulation and de-escalation strategies.	<p>Evidence linking self-regulation strategies with a positive impact on attainment.</p> <p><b>EEF Early Years Toolkit: Self-Regulation Strategies</b></p> <p>Evidence demonstrates the positive overall effects of behaviour management and strategies on outcomes for pupils.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions</b></p>	2
Access to morning nurture sessions.	<p>Consistent start to the school day impacts positively on access to learning.</p> <p>Evidence suggests that well-planned nurture groups can have a positive impact on emotional outcomes and stability.</p> <p><b>EEF Teaching and Learning Toolkit: Social and Emotional Learning</b></p>	2 and 4
Subsidised cost of after-school clubs and extra-curricular school trips and enrichment activities.	<p>Positive impact of access to a wider range of extra-curricular activities. Improved cultural capital.</p> <p><b>EEF Teaching and Learning Toolkit: Arts Participation, Physical Activity</b></p>	3

**Total budgeted cost: £42,370**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*As a new school opening with very low pupil numbers, we only had 14 children in receipt of Pupil Premium funding last academic year. The school expanded significantly in size when reopening in September 2025, in which 8 new classes were opened.*

*Through end of year assessments, teacher judgements and optional KS1 sats results, the school data shows:*

- 81% of all pupils achieved age -related expectations or greater depth in Maths. 75% of disadvantaged pupils achieved age -related expectations or greater depth in Maths. This rose from 63%.*
- 71% of all pupils achieved age -related expectations or greater depth in Reading. 75% of disadvantaged pupils achieved age-related expectations in Reading, 25% of these achieved greater depth.*
- 72% of all pupils achieved age -related expectations or greater depth in Writing. 63% of disadvantaged pupils achieved age – related expectations in Writing.*
- 82% of disadvantaged pupils benefitted from some adaptations to their timetable to include planned visits to the Sensory Room and small group support to target SEMH concerns.*
- The school had no disadvantaged pupils in Year 1, however, 100% of disadvantaged pupils in Year 2 passed the phonics screening retest.*
- Access to the full range of extra-curricular opportunities was given to disadvantaged pupils, with funding being used to allocate places in after-school clubs e.g. Science, Cricket, Baking and Art.*
- 50% disadvantaged pupils achieved GLD at the end of their Reception Year (1 out of 2).*

*Zones of regulation was rolled out to the school to provide higher quality delivery of self-regulation strategies across the school.*

*Staff training will be a key focus this academic year to ensure that sufficient people are confident in delivering specific interventions to support our intended outcomes.*

*Disadvantaged pupils' attendance was higher than national average by July 2025: School 93.3% compared to National Average 92.2%*

#### **INTENDED OUTCOMES:**

*Outcome: Age-related levels of attainment in core subjects. The school is on track to meet this intended outcome due to its increased support, intervention and attainment*



*levels in both Maths and Literacy.*

*Outcome Age-related levels of attainment in reading. The school is on track to meet this intended outcome due to its delivery of phonics intervention and increased staff CPD.*

*Outcome: Full access to a range of extra-curricular opportunities. The school is on track to meet this outcome. The school employed a specialist sports coach this year to provide quality lessons and extra-curricular opportunities. The school are continuing to offer a range of extracurricular clubs at subsidised prices.*

*Outcome - SEMH needs of pupils will be supported so that they are able to access and engage in learning. The school is on track to meet this outcome. The school rolled out the zones of regulation programme to support children with their SEMH. The school have also provided CPD for all staff on the SCARF PSHE programme ensuring high quality teaching and learning. The impact of this shows that children can use strategies taught through these programmes to help regulate and therefore engage in their learning. Interventions developed to support SEMH needs.*

*Outcome - Other identified vulnerabilities will be supported so that pupils are able to access and engage in learning. The school is on track to meet this outcome. Interventions have been developed and will continue to be developed to support a varied range of vulnerabilities. These include nurture groups, attendance support etc.*

*The school will continue to develop these targets throughout significant growth and across the next academic year.*

## 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
N/A	N/A