

Pupil premium strategy statement – Walderslade Primary School

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	235
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Amy Rowley-Jones
Pupil premium lead	Louisa Glover
Governor / Trustee lead	Cara Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£49,995

Part A: Pupil premium strategy plan

Statement of intent

Objectives:

- Our aim is to use the funding for a significant educational and emotional impact on the lives of socially disadvantaged pupils.
- PPG will be used to provide additional educational or emotional wellbeing support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow any gaps between the achievement of these pupils and their peers.
- The school will endeavour to use the additional funding to address any underlying inequalities between children eligible for PPG and their peers.

Current strategy:

- The current strategy plan is a three-tiered approach focusing on high quality teaching and CPD, targeted interventions and emotional wellbeing.
- Using evidenced based research a bespoke package of training will be implemented across the school. Focusing in the Early Years and KS1, which over the course of 3 years will filter through to KS2.
- Diagnostic assessments will be used to pinpoint which targeted interventions need to be implemented and we will continue to support emotional wellbeing via our wellbeing team and supporting trips and extra-curricular activities.

Key principles:

- All pupils will benefit from the use of PPG in our school.
- Disadvantaged and vulnerable pupils will make progress and achieve to the best of their ability, narrowing the gap between themselves and their peers.
- PPG will be spent to support both academic progress and attainment, and the wellbeing of our disadvantaged and vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Closing the gap in attainment Our assessments and data indicate non-PP pupils are outperforming non-PP pupils in key areas across the phases. Gaps in learning need to be identified and challenged to close the gap in attainment with peers.
2	Vocabulary 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.
3	Phonics 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.
4	Enrichment Activities Our discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Speech and Language Our assessments, observations and discussions with pupils suggest disadvantaged pupils generally have significant difficulties within their speech and language development. They come into school at a lower baseline than their peers. They need a higher level of input across the board which impacts holistically.

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	Evidence from book looks, pupil voice, engagement with lessons indicates significantly improved oral language amongst disadvantaged pupils
Improved opportunities for disadvantaged pupils in line with their peers	A significant participation in enrichment activities, particularly among disadvantaged pupils
Improved reading attainment amongst disadvantaged pupils	Attainment gaps in reading will reduce at the end of EYFS and KS1 for disadvantaged pupils
Improve speech and language in order to underpin and further develop all areas of the curriculum	Children use age-appropriate language and increase use of vocabulary specifically related to the curriculum. As well as understanding social norms.
Improve academic attainment outcomes for PPG pupils	The gap between attainment outcomes diminishes between PPG and Non-PPG 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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3,5
Bespoke CPD by professional experts Incl; communication friendly consistent classrooms, diagnostic assessments (mind mapping, reading fluency), phonological awareness, key vocabulary knowledge/oral language and communication skills.	Teaching should be the top priority, including professional development, training and support. Recommended by EEF (Education Endowment Foundation)	1,2,3
Bespoke CPD to meet specifically identified needs of PPG pupils in EYFS and year 1 cohort with lower starting points than average	Teaching should be the top priority, including professional development, training and support. Recommended by EEF (Education Endowment Foundation)	1,2,5

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT – structured interventions delivered by teaching staff	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds	5
SALT – Speech and language therapist to assess pupils and support speech and language intervention delivery	Teachers are more likely to improve if they feel that they working within a supportive professional environment, where both trust and high professional standards are maintained. Supportive environments include having the time and resource to undertake relevant professional development and collaborate with peers, and the provision of feedback to enable teachers to improve. (EEF)	5
1:1 or small group tutoring	Studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. EEF states high impact for moderate outgoings	1
Staff to plan for tier 3 vocab, in all curriculum areas – support from the subject overview	EEF research	2
Counsellor in school weekly working with PPG pupils identified as needing additional mental health support	Research from Place2Be shows that children who spoke to counsellors had considerably better mental health than children who had poor mental health and had not seen a counsellor.	1

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

Budgeted cost: £16220

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To provide pupils with the opportunity to attend Breakfast club at a subsidised rate, or free, and to engage with structured activities such as PiXL early morning groups	Evidence from previous academic year, which attendance of identified pupils identified that pupils benefit from attending morning club for preparedness, punctuality etc. This would ensure that they are ready to start learning at the same rate as their peers	1
To subsidise all disadvantaged pupils for the year 6 residential and to subsidise trips, where appropriate	Learning outside of the classroom has been shown to have significant improvement on children's retention and transfer to wider aspects of their lives	4
To provide opportunity for pupils to take part in enrichment activities, which support the curriculum in place		1, 4
Support identified families with buying uniform/ swimwear/ support with resources needed etc.	Improved self-confidence, participation, and interaction in events that will result in improving the wellbeing of these children as well as their wider lives.	1,4
Provide a range of reading materials 'out side' of the normal curriculum e.g. magazine subscriptions, books of interest etc. to enhance PPG pupils reading for pleasure	"1 in 5 (20%) parents said they were buying fewer books for their children, increasing to 1 in 3 (36.1%) of those who were struggling financially as a result of the cost-of-living crisis" National Literacy Trust, Feb 2023 Increase in pupils pleasure for reading has shown an impact on their academic results EEF research	2, 4

Total budgeted cost: £49995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
Clear and consistent teaching methods and strategies are employed across all phases	Teaching and learning have been consistent across all phases. CPD throughout the year has been focused to ensure pedagogy is shared and research based
Create communication and dyslexia friendly classrooms in EY and KS1.	Dyslexia friendly classroom techniques are embedded within the practice across the school. This has supported children to overcome potential barriers to learning
Embed a reading and phonics programme in EY and Year 1 that is matched to the children's phonics knowledge and ability.	RWI continues to have a positive impact on phonics for all pupils. Reducing gaps in pupils' attainment groups. Children are working at appropriate phases and reading is linked to phonological awareness. Assessments indicate that all pupils are making progress, including disadvantaged pupils. Summative assessments at end of year 1, show all groups are above national averages.
Ensure that Walderslade is a learning-centred school through bespoke CPD using the National College and professional experts.	All staff utilised National college for a range of CPD linked to the needs of the children. Professional experts supported teaching and learning to ensure that the gap for disadvantaged pupils was reduced

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
PiXL	The PiXL club
Times Tables Rockstars	Maths Circle Ltd.
Accelerated Reader	Renaissance