



Great Whelnetham C of E Primary School

Pupil Premium Strategy 2024 - 2027

	Date	Signed
	Autumn term 2024	Chair of Governors
Approved by:	Chair of Governors	
Review date:	December term 2025	

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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

Detail	Data
School name	Great Wheltenham C of E Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Governors of Great Wheltenham C of E Primary School
Pupil premium lead	Marc Gilbert
Governor / Trustee lead	Sam Keast

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,780
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	£22,780

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to create an inspirational and inclusive environment where all children can thrive. Our primary goal is that no child is held back socially or academically due to disadvantage. We aim to raise aspirations and remove barriers to learning, ensuring every child can achieve excellence and reach their full potential. Our Pupil Premium Plan is designed to address the key challenges faced by our children. Through rigorous tracking, thoughtful planning, and targeted support, we aim to provide opportunities for all children to succeed academically and foster a lifelong love of learning.

Key Principals

- We are committed to ensuring that every child in our school achieves their potential by meeting their individual needs.
- The Pupil Premium funding is carefully managed to provide tailored support for identified children in ways that best suit their needs.
- We ensure that vulnerable pupils receive appropriate provision and that every child experiences high-quality teaching in every lesson.
- This includes assessing and addressing the needs of pupils who are socially disadvantaged.
- We understand that not all socially disadvantaged pupils are eligible for free school meals. Therefore, we reserve the right to use Pupil Premium funding to support any pupil or group of pupils identified as being socially disadvantaged.
- All our efforts through the Pupil Premium focus on accelerating progress, closing attainment gaps, and ensuring school is a positive and enriching experience for every child.
- We also use the Pupil Premium to tackle non-academic barriers to success, such as attendance, behaviour, well-being, and access to cultural experiences. By enriching children's lives, we aim to support their well-being and help them develop a love of learning while moving closer to age-related expectations.
- We are dedicated to developing the whole child by fostering their aspirations, broadening their experiences, and providing access to a variety of extracurricular activities and opportunities. These experiences are essential for nurturing confident, well-rounded individuals who can succeed both in and out of the classroom.

- While Pupil Premium funding is specifically aimed at eligible children, we recognise that the benefits of this approach extend to all pupils. Targeted spending often creates inclusive opportunities that enhance the learning experience for everyone in our school community.

- Ensuring that Pupil Premium funding is used effectively to support those who need it most remains our priority. We are committed to being transparent and accountable in how we use this funding to achieve our vision of inclusivity and excellence for all.

Challenges

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

Challenge number	Detail of challenge
1	Summer 2024 Pupil Premium attainment for Reading – at or above expected: Reading: 91%
2	Summer 2024 Pupil Premium attainment for Writing – at or above Writing: 35% This is due to gaps in phonological knowledge. This group of children need additional support with writing structures and the editing process. These children will also benefit from engaging topics and text.
3	Maths: 82% Children here will need to continue with their Maths meeting as this has had a positive effect on their attainment.
4	Some Pupil Premium children find it hard to manage their emotions and anxieties which slows their academic progress.
5	Due to financial situations some Pupil Premium children are unable to access some extra-curricular activities that may benefit them in enhancing their self- esteem and a feeling of inclusion.

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
------------------	------------------

Pupil Premium children will develop stronger phonics skills, broaden their vocabulary, and use effective sentence structures to achieve the expected standard in writing.	At least 60% of Pupil Premium children will achieve the expected standard in writing by the end of the academic year.
Pupil Premium children will strengthen key mental strategies to further develop their mathematical skills.	All Pupil Premium children will actively participate in Maths Meetings, leading to sustained or improved attainment at or above age-related expectations (ARE).

To increase the attainment of Pupil Premium children currently working at the expected level in reading, writing, and maths combined.	At least 60% of Pupil Premium children will achieve the expected standard in reading, writing, and maths.
Children will develop self-worth and learn to manage their emotions.	Children will identify their strengths and develop strategies to manage their emotions. Through the SEL initiative, they will build resilience to handle their emotions and navigate various social situations effectively.
To increase participation in extracurricular activities offered in school and ensure all children have equal access to a broad and balanced curriculum.	Pupil Premium children will have access to all school activities, regardless of social barriers, including participation in educational visits and enrichment opportunities. A clear map of our extracurricular offer will be shared with all children, and their participation will be tracked to monitor progress.

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: £ 6780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning will focus on evidence-based strategies to support Quality First Teaching, ensuring high-quality instruction for all pupils across both Key Stages.</p> <p>All lessons will include opportunities for every child to engage with mastery tasks.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Termly monitoring and progress discussions.</p> <p><i>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF)</i></p>	1,2,3,4
Using blended learning to support gaps in learning.	<i>Digital technology can add up to +4 months progress (EEF)</i>	1
Use TAFs to accurately monitor attainment and identify areas for individual development. These gaps are used as targeted intervention in writing groups.	Quality marking and feedback monitored by SLT. <i>Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average. (EEF)</i>	1
Provide support with home learning.	Where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.-	1 4

	<i>Evidence indicates that this support can deliver approximately +5 months progress. (EEF)</i>	
CPD – further training for staff where appropriate for mental maths strategies, teaching of reading and writing and children’s mental health.	It is important that as professionals we seek to keep our practice as current as possible and in line with new developments in pedagogy. In seeking the latest training and information this can then be disseminated through the school to enhance all practice.	2,3,4,5

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Teaching Assistants to support targeted interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF)	1-2-4
Teach and test academic vocabulary to support the progress in writing. To improve the attainment in spelling across the school.	Use of Bedrock across KS2. Expose children to rich literature to expand vocabulary understanding. To teach children to use ambitious vocabulary in their writing to improve the quality of the overall completed piece.	1
Reading interventions- extra guided reading sessions, reading between the lines and developing inference skills. Daily reading in place for those children that require the support.	Groups will be chosen with similar ability children and planned by a teacher. They will have increased opportunities to practise their reading decoding skills and time to discuss the texts to ensure that their understanding has been secured. They will also be able to develop inference skills within a smaller group where they feel secure in sharing their ideas and opinions.	2.4

Maths intervention: Daily maths meetings and dynamo maths interventions for those children that need additional input.	Across year groups, staff will support children to enhance their mental calculation skills. This may be in the form of an intervention outside of the classroom or giving support within the classroom setting through the daily maths meetings. Children will not miss quality first teaching.	3.4
Writing Groups introduced and good practice shared. Teachers to use TAF analysis to provide targeted support for all Pupil Premium children	In all year groups, teacher will analysis the Teacher Assessment Framework for writing. This analysis will be used to develop specific targeted statements which the class teachers will help children to develop through 1:1 and small group intervention meetings.	3.4

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Promote engagement with the Arts through the curriculum to enhance children’s experiences and improve attendance. This will include after-school provision, with a variety of extracurricular activities offered by the school, some led by external agencies and requiring payment. Forest school provision will also be included.</p>	<p>Arts participation involves engaging in creative activities such as dance, drama, music, painting, or sculpture, either within the curriculum or as extracurricular opportunities. Arts-based approaches can also support other areas of learning, such as using drama to enhance engagement and develop oral language skills before writing tasks.</p> <p>These activities may be delivered through regular sessions, intensive programs like summer schools, or residential courses. While arts activities hold intrinsic educational value, evidence (EEF 2021) suggests they also contribute to improved academic attainment in areas like literacy and mathematics, with an average progress of +3 months.</p> <p>Providing a variety of opportunities and ensuring equal access for all children promotes healthy, active lifestyles while enhancing their sense of self-worth.</p>	<p>2 3 5</p>
<p>Offer bespoke SEMH interventions to pupils</p>	<p>Working with Invested coaching company and ensuring school has Mental health first aiders trained to support those children that require it.</p> <p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</p>	<p>2 3</p>
<p>Introduce the SEL initiative to support children’s vocabulary and ability to express</p>	<p>EEF ESL framework</p>	<p>4</p>

emotions.		
-----------	--	--

Total budgeted cost: £ 23,725

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.

Intended Outcome 1

Improved phonics, vocabulary and writing outcomes for Pupil Premium pupils

Targeted support focused on developing phonics knowledge, vocabulary and sentence structure. End-of-year data for disadvantaged pupils shows that just over half achieved the expected standard in writing by Summer. While the 60% target was not fully met, there was clear improvement across the year, with increasing proportions of pupils working at expected standard. Outcomes indicate that provision was effective for many pupils, though further work is required to accelerate progress for a small number, particularly earlier in the year.

Intended Outcome 2

Strengthened mathematical skills through Maths Meetings

Maths Meetings were delivered consistently and included full participation from Pupil Premium pupils. Provision was quality assured through observation by both the Maths Lead and the Chair of Governors. Attainment over time shows a clear increase in the proportion of disadvantaged pupils working at the expected standard by Summer, with outcomes sustained or improved across the year. This indicates that Maths Meetings contributed positively to pupils' mathematical development.

Intended Outcome 3

Increased attainment at expected standard in reading, writing and maths combined

A combined RWM measure was not used across the school in 2024–2025, limiting the ability to evaluate this outcome in full. Subject-level data shows that maths outcomes exceeded the 60% threshold, writing outcomes were close to it, and reading outcomes were lower. As a result, this outcome was partially met. Where combined measures were available (Year 6 SATs), these provided useful insight and have informed future approaches to tracking combined attainment more consistently.

Intended Outcome 4

Improved self-worth and emotional regulation

Wellbeing and emotional development were supported through SEL initiatives, pastoral

provision and pupil voice opportunities. Soft starts to the school day supported emotional readiness, and a dedicated wellbeing and nurture area, including sensory resources, was developed to support regulation and resilience. While impact is primarily qualitative, staff observations indicate improved emotional readiness and engagement for pupils accessing this support.

Intended Outcome 5

Increased participation in extracurricular activities and equal access

The school ensured that Pupil Premium pupils could access all extracurricular activities and enrichment opportunities, with barriers removed where required. Participation was encouraged and monitored, supporting equitable access to a broad and balanced curriculum. This ensured that disadvantaged pupils were able to participate fully alongside their peers.

Overall Evaluation Summary

The Pupil Premium strategy at Great Whelnetham Primary School supported disadvantaged pupils effectively across academic, pastoral and enrichment provision. Strong impact was evident in maths, with improving outcomes in writing and more variable outcomes in reading. Wellbeing and access to wider opportunities were clear strengths. The evaluation has highlighted the need for greater consistency in tracking combined attainment measures and for continued focus on early reading outcomes in future strategy planning.