

# Pupil premium strategy statement Welton St. Mary's Church of England Primary Academy

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	389
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2024-July 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs. Nicola Gough
Pupil premium lead	Mrs. Odette Thorner
Governor / Trustee lead	Dr. Hollie Morgan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£115,140

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is clear in that 'we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.' Our intention is that every child, irrespective of their background or the challenges that they have make good progress, achieve well across the curriculum and be given the opportunity to thrive We aim to spot talent and strengths, nurture these and provide support so that each child can flourish. In all that we do, we aim to inspire every child so that they are confident and successful citizens, making a positive contribution to the world in which we live- now and in their adult life. We listen and hear what our children and families are telling us about the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The areas we have outlined in this statement are also intended to support their needs. High-quality teaching is at the heart of every child's success regardless of whether they are disadvantaged or not. Our focus is on ensuring all children receive high quality teaching through a well-sequenced curriculum. There will be a focus on areas in which disadvantaged pupils require the most support as identified in our School Development Plan. Not only will a focus on these areas support disadvantaged, but will benefit all learners. We expect all learners to thrive through high quality teaching and a well-thought-out curriculum. Our approach is in response to common challenges identified within our school and individual needs. The areas identified are being addressed through evidence-informed approaches to meet the identified need.

To ensure they are effective we will:

- provide high quality teaching across every year group in every subject
- deliver a well-sequenced curriculum
- act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in the work that they are set
- ensure staff have high quality professional development which will enable our staff and pupils to achieve and thrive
  - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for Pupil Premium (PP) at Welton St. Mary's Church of England Primary Academy often have less developed vocabulary and limited exposure to literacy and literature compared to their peers. They are less likely to have experienced language-rich environments. On entry to Foundation Stage, many demonstrate underdeveloped oral language skills, vocabulary gaps, and are unable to speak in a grammatically accurate way. This impacts on their ability to engage in communicative play. These challenges are more common among our PP pupils than their peers.
2	Some children enter school without phonological awareness, struggling to identify sounds, recognise rhymes, or develop an understanding of phonics, which can make it challenging for them to progress quickly in early reading.
3	Supporting and nurturing our families is a vital part of our provision. Through discussions with pupils and families, we have identified significant social and emotional challenges faced by pupils. These challenges often leave them unprepared to engage fully in learning, with low resilience, limited determination, and reduced self-esteem. Pastoral support is essential to help these pupils build confidence, reduce anxiety, and engage positively in their learning, enabling them to thrive alongside their peers.
4	Whilst children in receipt of Pupil Premium (PP) are making progress, it is not always at an accelerated rate, which can hinder their ability to close the attainment gap with non-PP. This is particularly evident in younger year groups, where children are less independent in their learning. Their reliance on additional support and often lack of support at home with learning can limit the pace of progress, making it more difficult for them to achieve the accelerated progress needed to close the attainment gap with their peers.
5	The potential risk and concern is that due to more challenging circumstances, lower aspirations and in some cases lower working habits, disadvantaged pupils face similar barriers or are seen to have lower school attendance than their peers. Welton St. Mary's is a school with good attendance and ensuring that all groups attend every day is important. We want all our children to have a sense of belonging. With a strong link between attendance and attainment, it is important that this group of children must still have high aspirations.
6	We want all children—especially those who are disadvantaged—to feel a strong sense of belonging and see themselves fully represented in our school community. However, some of our pupils are currently under-represented in clubs and wider opportunities, which can limit their ability to participate in the full breadth of experiences we aim to offer.

## 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
<p>We work to improve oral communication and language skills for our disadvantaged children by helping those with limited vocabularies build their language skills and make great progress in understanding, and using, new vocabulary. We will ensure pupils eligible for Pupil Premium have the same chances as others to experience a wide range of language-rich activities that help grow their vocabulary.</p> <p>A strong reading culture is at the heart of our school, encouraging all pupils to engage in texts with high quality vocabulary.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Demonstrated by</p> <ul style="list-style-type: none"> <li>• 100% of eligible pupil premium pupils to achieve ELG in language and communication skills.</li> </ul> <p>Internal data shows that in years 1-6 expected standards are met in oracy skills</p> <p>Tier 2 vocab from KO is known by all children</p> <p>Reading test (NTS) questions around vocab demonstrate that there is no gap between PP and non PP.</p> <p>Children make adventurous vocab choices in their writing</p>
<p>Improved progress and attainment in phonics by the end of KS1 by our pupil premium children</p> <p>Nurturing a love of reading, will enable children to understand its importance. Getting the children through the phonics reading gateway as early as possible will allow them to engage in rich knowledge sources to support them in other curriculum areas.</p>	<p>Our ambition is for 100% of eligible pupil premium pupils to meet the ELG in reading</p> <p>Pupil premium children achieve in line with their peers in the Y1 phonics screening.</p> <p>Through assessments, observations and pupil voice, there is no easily recognisable language gap between pupil premium pupils and their peers by the end of KS1.</p> <p>All children have access to a broad range of opportunities to support language development.</p> <p>There is a 5% increase in the number of pupil premium pupils working at ARE or above in every year group in reading as they are exposed to a text rich curriculum.</p>
<p>Improved progress and attainment in writing by the end of KS1 by our pupil premium children</p>	<p>KS1 outcomes in writing show that more than 50% of our disadvantaged children meet the expected standard and make strong progress. The targets for our pupil premium children are as ambitious as their peers with a significantly reduced attainment gap.</p> <p>Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing, including the pupil premium pupils</p>
<p>Improved progress and attainment in writing by the end of KS2 by our pupil premium children</p>	<p>KS2 outcomes in writing show that more than 75% of our disadvantaged children meet the expected standard and make strong progress. The targets for our pupil premium children are as</p>

	ambitious as their peers with a significantly reduced attainment gap. Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing at KS2, including the pupil premium pupils
Sustained and improved attainment in all three areas of reading, writing and maths by the end of KS2	KS2 outcomes in reading, writing and maths combined show that more than 75% of our disadvantaged children met the expected standard and made strong progress in their combined outcomes. The targets for our pupil premium children are as ambitious as their peers with a significantly reduced attainment gap. Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing, including the pupil premium pupils 50% of pupils to achieve GDS in at least one core area of reading, writing or maths by the end of KS2.
Sustain improved well-being across all groups of children, specifically disadvantaged children	<p>Sustained levels of well-being by 2026/2027 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Pupils are able to manage and control their own feelings and emotions more effectively.</li> <li>• Pupils demonstrate improved resilience and determination</li> <li>• Parent and pupil voice, as well as teaching team observations identify positive pupil well-being</li> <li>• Children accessing the learning and making good progress</li> </ul> <p>Our pastoral team are allocated to best meet the needs of all learners and support staff and families in supporting the children; they challenge and guide the pupils to support their wellbeing</p> <p>Targeted families are accessing our offer of support through the pastoral team and Early Help when appropriate.</p>
Sustained improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/7 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being minimal</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Effective CPD for all FS/KS1 staff to ensure the high quality teaching of phonics, early reading and language and communication (NELI)</i>	<p>There is a strong evidence base that suggests oral language projects and interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up-impact-evaluation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up-impact-evaluation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1,2
<p>Read, Write Inc training</p> <p>Coaching by Phonics lead</p> <p>CPD to ensure high quality first teaching of</p> <ul style="list-style-type: none"> <li>• Active English,</li> <li>• Active Spelling</li> <li>• Book Talk</li> <li>• Writing</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2
<i>Professional development opportunities for teachers including ECT and those members of staff engaging in NPQ, teaching assistants and subject leaders – curriculum</i>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,2,4,5

development and pedagogy We will fund ongoing teacher training and release time		
Wellbeing, personal development and safeguarding workshops	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf#:~:text=a%20UK%20study%20published%20by%20the%20Department%20for,term%E2%80%99s%20progress%29%20than%20pupils%20with%20poorer%20emotional%20wellbeing">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf#:~:text=a%20UK%20study%20published%20by%20the%20Department%20for,term%E2%80%99s%20progress%29%20than%20pupils%20with%20poorer%20emotional%20wellbeing</a>	3
50% Subsidy for school curriculum activities where a voluntary contribution has been requested. + 1 extra curricular club per big term subsidised by 50% (where fees apply)	Curriculum enhancement  <a href="https://www.englishoutdoorcouncil.org/outdoor-learning/what-does-the-research-say-about-outdoor-learning/">https://www.englishoutdoorcouncil.org/outdoor-learning/what-does-the-research-say-about-outdoor-learning/</a>	1,4,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI -FS & KS1 interventions	Read, Write, Inc phonics programme is have a positive impact. 1:1 tuition forms part of this programme <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,4
Nuffield Early Language Intervention	There's <b>strong, independent evidence</b> that the Nuffield Early Language Intervention (NELI) improves young children's oral language (and in some studies later reading) <a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a>	1,2
1:1 teaching support for reading	Improved fluency in reading has been observed and quantified through assessment data for children in receipt of 1:1 reading support and therefore will continue to be implemented.	2,4

	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>	
<i>Small group tuition &amp; intervention</i>	Structured interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Access for children to pastoral support including ELSA, lego therapy and Drawing and Talking.</i></p> <p><i>Pastoral support for pupils whose parents and carers are working in the armed forces</i></p>	<p><a href="https://healthyschoolscp.org.uk/mental-health-and-emotional-well-being/healthy-minds/">https://healthyschoolscp.org.uk/mental-health-and-emotional-well-being/healthy-minds/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf#:~:text=a%20UK%20study%20published%20by%20the%20Department%20for,term%E2%80%99s%20progress%29%20than%20pupils%20with%20poorer%20emotional%20wellbeing">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf#:~:text=a%20UK%20study%20published%20by%20the%20Department%20for,term%E2%80%99s%20progress%29%20than%20pupils%20with%20poorer%20emotional%20wellbeing</a></p>	3
<i>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</i>	<p>Improving attendance</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	5
<i>OPAL Program - Play Curriculum – Improve use of school grounds and outdoor play curriculum to improve behaviour and wellbeing.</i>	<p>Supporting School Improvement through Play</p> <p><a href="https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/">https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1,6
<i>Holiday and activities club available to all</i>	<a href="https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021">https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021</a>	1,3,5



<i>children in receipt of FSM</i>		
<i>A free school meal for eligible pupils Wonde Household support fund</i>		3,5

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2024/25 show that children who are non pupil premium continue to attain better than our pupils in receipt of Pupil premium (free school meals and ever 6). Due to all children receiving high quality teaching, progress is good for all. Therefore our continued focus is to narrow the gap through acceleration of progress to ensure that children in receipt of pupil premium are at least in line with non pupil premium nationally.

Many of our PP children enter school in Foundation Stage with poor communication and language skills and poor fine motor skills. This impacts on both communication and interaction and on their writing. As the children move through the school, we begin to see the gap narrow so that when the children leave key stage 2 the gap for PP and non-PP has narrowed for those children who do not have an SEN need as well. Those children that are PP and SEND make progress but their attainment is not in line with their peers.

#### EYFS

Oracy continues as a focus area for development. In total, 89% of PP children have achieved the speaking element of the communication and language strands in the Foundation Stage Early Learning Goals in June 2025 as opposed to 75% in 22-23

Prioritising reading last year has had a positive impact on children's attainment and achievement. This was not limited to the English curriculum as children who read fluently are able to access all areas of the curriculum more easily. Internal data has shown that fluency scores improve term on term. There were positive results in the progress that children made in RWI phonics groups, although in June 2024, the results of the Y1 phonics screen were lower than in previous years this led to a review, with the support of the RWI consultant, resulting in a plan to place greater emphasis on 1:1 tuition for those requiring extra support and this had a positive impact in 2025.

#### Y1 Phonics screening results

June 2023	June 2024	June 2025
93%	73%	92%

#### Key Stage 1

In reading at the end of KS1, 80% of children in receipt of disadvantaged pupils, achieved the expected standard or above in reading. In our last strategy we set out to achieve 80%. Disadvantaged pupils outperformed the non-disadvantaged by 5%

In writing, 70% of disadvantaged pupils achieved expected or above. The gap between disadvantaged & Non-disadvantaged was -5% and therefore will be a targeted area for support this year. There will be a focus on transcription skills. Research indicates that this is where the focus needs to be with younger children. This will be taught through RWI 'Get Writing' Our aim in the last strategy was to reach 55%

In maths, 50% of our disadvantaged pupils achieved expected or above against 82% of non-disadvantaged. This will be a focus for this year through an increased focus in mastery in number.

## Key Stage 2

In reading at the end of KS2, 80% of disadvantaged children, achieved the expected standard or above in reading, the non-FSM achieved 79%. Disadvantaged children out-performed non-disadvantaged children.

In writing, 75% of disadvantaged children achieved expected or above. Non disadvantaged was 80% The gap between FSM & Non-FSM6 was 5% a significant reduction on a gap of 33% last year.

In maths, 85% of disadvantaged children achieved expected or above. Non disadvantaged was 91%

Attendance In the current year to date (November 2025) FSM6 attendance is 95.3% as opposed to 96.2 % non-FSM. This will continue to be monitored with persistent absenteeism addressed by our attendance officer.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health remain a priority. The impact of the work of the pastoral team can be seen through attendance, children being ready for learning, being in the classroom, having a sense of belonging and through the support given to families, signposting them to getting support their children need. We have used the pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with a newly appointed pastoral team to support children's wellbeing.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Included in our pastoral team is a 'forces champion' who provides Pastoral support to children from military families. This is to provide ongoing support for pupils whose parents and carers are serving in the military. The feedback has been positive from both children and parents.

Here are some of things that our children have told us:-

"I feel better when we are together for our meet ups. I like that the other children understand what it's like to change schools a lot. I have been to 7 schools. I also like the activities we have done. I'm looking forward to our forces lunches."

"It's good to know it's not just me. I look forward to us meeting up, it's fun. I like it when we discuss activities for our next meet up. I like bringing in different military things to show and tell."

"I feel everyone in our Forces Children Club understands what it feels like when your mum or dad are away for so long. That makes me happy. I really like the activities we do."

"I find our Forces Children Club relaxed. It has lots of support for me and it's exciting to be part of it. I wish it was every day."

**The impact of that spending on service pupil premium eligible pupils**

Pupils are confident and speak positively about their experience and provision.