

Pupil premium strategy statement – Werrington 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	462
Proportion (%) of pupil premium eligible pupils	9%
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)	2024-2025
Date this statement was published	1 st December 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	Caroline Prince
Pupil premium lead	Kay Croft
Governor / Trustee lead	Anne Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,407
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£64,407

Part A: Pupil premium strategy plan

Statement of intent

At Werrington Primary School we strive to ensure that all students, regardless of their background or any challenges they may face, make strong progress and achieve high standards across all subjects. The primary aim of our pupil premium strategy is to support disadvantaged students in reaching this objective, including those who are already high achievers. We also recognise the unique challenges of vulnerable groups, such as students with social workers or young carers, and we have made appropriate provision to support these needs, whether or not they are classified as disadvantaged.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. The challenges are varied and we recognise that there is no “one size fits all” approach. Through our use of Pupil Premium funding, we intend to:

- Provide high-quality teaching
- Make appropriate use of targeted, evidence-based interventions
- Develop, retain and recruit our team of professionals
- Support pupils social, emotional and behavioural needs
- Support attendance and promote attendance at extracurricular activities

Following the recommendations from the Education Endowment Foundation, we have adopted a tiered approach to Pupil Premium spending. Diagnostic assessments are utilised so that we can tailor our approach to be responsive to the unique and individual needs of all pupils as well as addressing common themes.

The initiatives we have put in place complement each other to help all of our pupils succeed. Our strategy will achieve the objectives set through a whole-school approach where staff are committed to the outcomes of disadvantaged students and have high expectations for their success. We will identify and respond to needs at the earliest point, as well as provide appropriate challenge to all.

Through this strategy plan, we intend to raise standards and improve the educational outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments (both formal and informal / internal / external data) indicate that fewer PP, disadvantaged and vulnerable pupils are reaching national expectations for attaining the expected standard at the end of KS2 in reading, writing and mathematics.
2	34% of pupils on our SEND register are also Pupil Premium.
3	Observations and pupil/parent voice indicate that our Pupil Premium, disadvantaged and vulnerable children don't always have access to an enriched curriculum, outside of school to allow them to be 'well-rounded' individuals who are ready to face the next stage of their education, when they leave us at Werrington Primary School. Children have limited experience of jobs and careers and their narrow experience of life outside school, impacts on reading comprehension and understanding of the world. Aspirations within school have improved over time but this continues to be a challenge to be overcome.
4	Emotional barriers to learning; low aspirations and/or low self-expectations from pupils and parents continue to present a challenge. Currently 8% of children across the school access wellbeing support in school. 40% of those children are Pupil Premium eligible. This means that children are often not emotionally ready to learn and this impacts both progress and attainment.
5	Attendance data analysis indicates during 2024/2025 academic year, Pupil Premium pupils' average attendance was 94% which was lower than their non-pupil-premium peers' attendance at 96.2%, this is a 2% improvement in PP attendance based on last academic year. Lateness was also a higher risk factor for Pupil Premium pupils (0.8%) compared to their non-pupil premium peers (0.5%).

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
1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading/Writing/Maths.	There will be a gap of no larger than 10% in KS1 and 15% in KS2 between children who are Pupil Premium eligible and those who are not.
2. Improved access to assessment and support from wider services for pupils with SEND.	<p>Children will receive the correct support at the time when it is needed from specialist services.</p> <p>The attainment and progress gap will narrow for children with SEND.</p> <p>Children with SEND will be able to access an appropriate education with a broad and balanced curriculum offering.</p>
3. To provide a broad range of wider opportunities and curriculum enrichment experiences in order to broaden vocabulary, raise children's cultural awareness and develop their future aspirations.	<p>A larger number of pupils will participate in and benefit from additional educational opportunities.</p> <p>Children will draw upon the accumulation of knowledge, behaviours, and skills.</p> <p>Children will have greater experience and understanding of careers and they will have greater aspirations for their own futures.</p>
4. To achieve and sustain improved emotional literacy for all pupils but particularly for disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
5. To achieve and sustain increased attendance rates and reduced lateness particularly for disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Increased attendance rates of attendance by 2% in disadvantaged pupils. • Reduced lateness marks in disadvantaged pupils with the percentage lateness being no lower than their non-disadvantaged peers.

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)

Budgeted cost: £22,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development meetings throughout the year to ensure that our mastery curriculum is relevant and responds to the needs of our pupils.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery Learning - EEF	1 & 2
Coaching offering for all staff members to facilitate continued professional development.	Effective Professional Development - EEF	1 & 2
Investment in Chromebooks and laptops across the school so that all classes have access to individual devices. Investment in improvements to WIFI and monitoring software.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using Digital Technology to Improve Learning - EEF	1, 2 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1 & 2
Training for Teaching Assistants to support their understanding of autism and how to support sensory processing differences.	Teaching Assistants targeted interventions EEF	1 & 2

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

Budgeted cost: £27,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1 & 2
Oral language interventions to be embedded across EYFS and developed across KS1	Oral language interventions - EEF	1 & 2
Continued subscription to the online learning programmes purchased to assist with speech and language development and to support pupils with dyslexia.	Delivering online tuition can be an effective way to support the learning of disadvantaged pupils - EEF	1 & 2

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

Budgeted cost: £13,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Wellbeing support provided in school to those in need.	Social and emotional learning - EEF	4

Weekly monitoring/analysis of class attendance by attendance champion and attendance lead.	Gaining a holistic understanding of pupils and families helps to diagnose specific needs. Supporting School Attendance – EEF	5
Enrichment activities linked to curriculum where the inclusion of disadvantaged pupils is supported by Pupil Premium funding. Activities include: theatre shows, immersion days, museum	Arts participation - EEF Outdoor adventure learning - EEF	3
Provision of additional supporting adults to ensure that children with needs are able to attend enrichment activities.	Arts participation - EEF Outdoor adventure learning - EEF INCLUSIVE learning together - EEF	3
Increasing clubs offer to cater to the interests of all.	Physical Activity - EEF Arts participation - EEF	3
Careers Week to increase children's knowledge and experience of the wider world	Careers education - EEF	3
Breakfast club to encourage reluctant attendees	Magic breakfast - EEF	4 & 5

Total budgeted cost: £ 41,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Werrington Primary School has significantly lower numbers of pupil premium students compared to the national average. National figures show that 32% of pupils at the end of Key Stage 2 are identified as disadvantaged. In contrast, only 9% of pupils at Werrington Primary School are identified as disadvantaged.

We have conducted a thorough analysis of the performance of our disadvantaged pupils during the previous academic year, using both national assessment data and our own internal summative and formative assessments. The data reveals that across the school just over half of our pupil premium children meet age-related expectations in reading, writing, and mathematics. However, just under half do not reach this standard.

In the Key Stage 2 assessments, disadvantaged pupils at Werrington Primary School perform notably better in reading, writing and SPAG, with 75% achieving age-related expectations. However, in Maths, disadvantaged pupils at WPS fare less well than both their peers at the school and the national average.

It is important to note that this data picture will have undoubtedly been impacted by the disruption to learning experienced during the Covid-19 pandemic earlier in pupils' schooling. In addition to this, the large proportion of Pupil Premium pupils at Werrington Primary School who also have SEND has affected the data. Within this cohort there were also significant SEMH needs and a large proportion of pupils at the end of Key Stage 2 were receiving support relating to emotional health needs.

The data picture suggests a mixed but concerning performance for disadvantaged pupils at Werrington Primary School. There is a disparity between school and national averages. Werrington Primary School has a significantly smaller proportion of disadvantaged pupils compared to the national average at the end of Key Stage 2 (9% vs 32%). This could suggest that the school has a lower level of socio-economic disadvantage, but it may also mean that the school's pupil premium resources and support systems are not as targeted as they might be at other schools with higher numbers of disadvantaged students.

The fact that 75% of disadvantaged pupils meet age-related expectations in reading, writing and SPAG is a positive indicator. It suggests that in these areas, the school is successful in supporting its disadvantaged pupils to perform at expected levels. This result reflects the gains from a firmly embedded mastery curriculum.

The weaker performance in maths among disadvantaged pupils, compared to both their peers and the national data, is a concern. This indicates that disadvantaged pupils are struggling more in these areas, despite a lower overall proportion of disadvantaged pupils at the school. The fact that 0% of disadvantaged pupils achieve greater depth in maths compared to national averages may highlight gaps in both achievement and potentially in the depth of learning or enrichment opportunities previously available to these pupils.

The pattern of underachievement in maths, especially in comparison to literacy, signals that there were specific barriers to learning for disadvantaged pupils in maths.

Given that a substantial proportion of disadvantaged pupils are not meeting age-related expectations in maths, there is continued need for more targeted, evidence-based interventions, particularly in these subjects. Strengthening maths outcomes could help narrow the achievement gap between disadvantaged pupils and their peers.

Overall, while there are some positive signs in reading, writing, maths and SPAG, the data highlights a significant achievement gap in maths that should be addressed through tailored strategies and support for disadvantaged pupils. The school may need to focus on boosting maths outcomes through focused interventions, resources, and potentially re-evaluating its teaching approaches in this key area.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that as a school we need to further develop our interventions and teaching strategies to better meet the needs of disadvantaged pupils. We also need improved access to SEND support services in order to better understand and meet learning needs. It is also important to ensure that disadvantaged pupils arrive at school emotionally prepared to learn. Continuing to maintain and develop our provision for supporting SEMH needs and promoting good attendance will all help to improve the learning outcomes for our disadvantaged pupils.