Pupil premium strategy statement – Willaston Church of England 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	213
Proportion (%) of pupil premium eligible pupils	4%
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)**	2024/25 – 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Gary Graham
Pupil premium lead	Gary Graham
Governor / Trustee lead	Richard Hinds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,750
Recovery premium funding allocation this academic year	£0
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*	£14,750

Part A: Pupil premium strategy plan

Statement of intent

At Willaston Church of England Primary School, we closely follow the EEF 'Guide to the Pupil Premium' (June 2025). We adopt the following tiered approaches to Pupil Premium spending:

1) **Quality First Teaching:** Making sure that there is an effective teacher in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high-quality teaching is our top priority for Pupil Premium spending. This is at the heart of our approach. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. This also includes investment in high-quality teaching assistants within each classroom. Other strategies include investing in quality professional development opportunities, as well as support for newly appointed members of staff.

2) **Targeted Academic Support:** Evidence shows that targeted academic support can have a positive impact on learning – especially for our Pupil Premium children who may not be making progress. Targeted academic support, including small-group interventions that link to classroom teaching and curriculum, is an essential part of an effective Pupil Premium strategy. Within our setting, we carefully plan and deliver a range of interventions and additional support – which has our Pupil Premium children at the heart of it.

3) **Wider Strategies:** Significant non-academic challenges, such as: attendance, behaviour and social and emotional needs, can have a negative impact on academic outcomes. It is therefore important for Willaston CE Primary School to address these wider barriers as part of our strategy.

This tiered approach, adopted from EEF's Pupil Premium research, is an important starting point when planning our Pupil Premium funding. The purpose of this strategy is to outline how the grant will be used to support Pupil Premium children in our care.

Our strategy is focused on the challenges and the individual needs of the disadvantaged children. The strategy is focused on robust assessment and research evidence that provides strategies that are proven and that work with our challenges and within our school.

To ensure that our strategy is effective we will:

- ensure that all disadvantaged children are provided with high-quality teaching that challenges the children in all subjects across the curriculum.
- ensure all teachers are aware of the disadvantaged children in their classrooms and are aware of any targeted support for those children, acting early to intervene at the point need is identified.
- ensure that disadvantaged children are ready to learn we will ensure that their social, mental health and wellbeing needs are met.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of their achievements.

Our leadership team strives to ensure that funding and provision has a positive impact on academic, attendance and pastoral care. To further strengthen our approach to Pupil Premium, we have appointed a governor to have responsibility for ensuring Pupil Premium funding is effectively spent. They will also ensure that the correct strategies and provision are in place.

Leaders at Willaston CE Primary School will also focus on a small number of priorities each year. These will be on areas that are likely to make the biggest difference – with a focus on effective implementation.

Research and external evidence play a key part in our approach to ensuring the strategy is well planned, structured and implemented. This three-year plan is closely aligned with our School Development and Subject Action Plans.

We are passionate about unlocking and promoting the potential of every child. We are committed to ensuring that children have the best possible learning environment for them to flourish in, in their own unique ways. We aim to have no barriers or ceiling on children's learning – providing them with bespoke and inspiring experiences that prepare them well for their future.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment linked to SEND, including pupils who should be working at Greater Depth.
2	Social, emotional, and mental health issues.
3	Financial differences compared to their peers, which may impact upon their ability to take part in clubs, trips and residentials.
4	We are keen to continue to develop reading for pleasure across school. Research indicates that this has a significant impact on standards – particularly in writing across the curriculum.
5	Parental involvement and partnership.
6	Ensuring good and outstanding punctuality and attendance.

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
Disadvantaged children make accelerated progress in English and mathematics.	- Children accessing interventions will make increased progress. - Lower attaining pupils are more willing to talk and articulate their thinking across the curriculum.
Children's social and emotional wellbeing improves.	- Improved pupil wellbeing through whole-school culture, mentoring, RHE, social and emotional support and parent partnership. - Pupils demonstrate positive attitudes to learning.
Financial differences compared to their peers do not impact on opportunities for Pupil Premium children.	- Pupils are provided with breadth and balance within the curriculum. - Pupils are provided and supported with opportunities to attend all trips, residentials and extra-curricular clubs/opportunities.
Developing positive attitudes towards reading for pleasure	- Equip our children with the essential early reading skills through high-quality phonics

	teaching so that fluency can be developed. - Children have increased opportunities to develop the habit of reading widely and often – for both a purpose and for pleasure. - Children have an enhanced and enriched vocabulary. - Children can access a wider range of opportunities across the curriculum. - Children are immersed to a range of high-quality and exciting texts which provoke curiosity and interest.
Parents are actively involved in school and work effectively in partnership with staff	- Parents are clear with what their child is learning and how they can support them with this. - There is an increase in parental attendance at all meetings and school events
Excellent punctuality and attendance is encouraged and embedded.	- There is time set aside during our regular attendance meetings to focus on punctuality and attendance information of our Pupil Premium children. - We offer regular support for our Pupil Premium children and families regarding punctuality and attendance.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have access to quality first teaching. £8000	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term	1,2,4,5
Develop teaching staff pedagogical-informed knowledge and practice throughout the curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term	1,4,5
Support and CPD accessed through the maths and English hubs.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/funded-with-stronger-practice-hubs?utm_source=/guidance-for-teachers/funded-with-stronger-practice-hubs&utm_medium=search&utm_campaign=site_searchh&search_term	1,2,4,5
Providing funding and support for pupils to attend educational, trips, residentials, extra-curricular activities and	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	

enrichment activities. £2000		

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 interventions within school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2
Additional booster sessions and 1:1/small group interventions/tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

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

Budgeted cost: £3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children and parents have access to support from a trained ELSA and Learning Mentor £3750.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term	2,3,5

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term	

Total budgeted cost: £14,750.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All our disadvantaged pupils have access to outstanding teaching and learning experiences in classrooms where there are at least two experienced and qualified adults. Interventions are regularly planned and always consider the needs of our disadvantaged children. These interventions are always reviewed on the impact that they have had, with next steps planning but in place to further support all children.

Our disadvantaged children who accessed these interventions have continued to make at least expected progress and are attaining well. Our learning mentor has continued to support all disadvantaged children and their families. A number of children have received ELSA support while others have had regular 'check ins'. Feedback from work with our ELSA has proven positive with our children, which in turn has helped them with a range of strategies in class and around school.

All pupil premium children have attended clubs, trips and residentials relevant to their cohorts. Feedback from the children has been incredibly positive, with all children developing their teamwork, independence, self-confidence and self-esteem. Our disadvantaged children have taken part in a wide range of enrichment activities and extra-curricular clubs – with financial support provided for those children needing it. Such activities and experiences have included a Sports Week, music lessons and experiences, and a variety of workshops and clubs. Our disadvantaged pupils also have assumed a range of responsibilities including School Councillors and Deputy House Captains.

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

Further information (optional)