

Pupil premium strategy statement – Great Waldingfield CEVC 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	203
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Baker
Pupil premium lead	Sarah Baker
Governor / Trustee lead	Mark van der Lande

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,025
Recovery premium funding allocation this academic year	£0
Total budget for this academic year	£53,025
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Great Waldingfield CEVC Primary school we recognise the extra challenges that pupils in receipt of pupil premium funding face. As a school we use the pupil premium fund to mitigate against these challenges. This may be in the form of extra academic tuition, access to a mental health first aider or continuing CPD to ensure quality first teaching in every class in every lesson.

Our ultimate goal is for all disadvantaged pupils to achieve their full potential and maintain progress in line with their peers or to make better progress. These pupils will be a focus in our pupil progress meetings to ensure they are on track for meeting their end of year target. Those identified as at risk of falling behind will have structured academic support put in place to prevent this.

Challenges

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

Challenge number	Detail of challenge
1	In some cases disadvantaged pupils are not meeting age related expectations in reading, writing and maths (sometimes this is the case on entry to the school)
2	Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning.
3	In some cases there is a lack consistency of support at home (homework completion, volume of reading at home)
4	Spoken language skills and breadth of vocabulary needs developing in some cases.
5	In some cases there is poorer access to resources and also sporting and cultural life experiences.
6	In some cases a pupil's attendance is hindering their academic performance.

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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
More pupils in receipt of pupil premium funding will have reached the end of year expectations for their age.	School data shows that at the end of the year, pupils in receipt of pupil premium have reached age related expectations.
<p>To ensure classroom teaching is effective to meet the needs of the disadvantaged pupils so that they make progress in line with or greater than national expectations.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>SLT monitoring of lessons, book studies and end of year data show that pupil premium pupils are making progress in line with or greater than national expectations.</p> <p>Class teachers are able, in pupil progress meetings, to easily identify pupils who are at risk of underachievement.</p> <p>The pupils who have been identified receive targeted teaching.</p> <p>The targeted teaching address misconceptions / enables them to bridge the gap to achieving their full potential.</p>
To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.	<p>Pupils are more engaged with their learning.</p> <p>Pupils and parents report a noticeable difference with pupils who spend time with the mental health first aider.</p> <p>There are fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on the learning of them and others around.</p>
<p>To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To sustain the range of cultural and sporting opportunities at school.</p> <p>To ensure that all pupils access trips and visits.</p>	<p>More pupils in receipt of pupil premium funding access trips and visits.</p> <p>The percentage of pupil premium pupils attending clubs / sporting activities remains in line or exceeding those of non-pupil premium pupils.</p> <p>No pupil will miss out on the opportunity of a trip due to funding.</p>

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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: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language interventions.</p> <p>Reading fluency assessments</p> <p>Phonics intervention</p> <p>Priority reader intervention</p> <p>'Keep up not catch up' intervention (pre-teaching and over teaching.)</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils.</p> <p>The early catastrophe research report shows significant differences in vocabulary acquired.</p>	1 and 4
<p>Subject leader release time to ensure a broad, balanced and diverse curriculum to raise awareness of the world around them.</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p>	1 and 4

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support to ensure disadvantaged learners close the academic gap between themselves and their peers.</p> <p>Maths intervention before and after school.</p> <p>Phonics intervention</p>	<p>All pupils in receipt of pupil premium funding will have targeted academic support either one-to-one or in small group. This includes those already working at age related expectation as evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils.</p> <p>EEF: One to one tuition</p> <ul style="list-style-type: none"> • Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. • Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. 	1 and 3

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide emotional support for pupils and families to ensure regular attendance.</p> <p>Improve the cultural capital of disadvantaged pupils.</p>	<p>It is an Ofsted requirement that:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	1, 2 and 5

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Total budgeted cost: £ 53,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Great Waldingfield Primary School we identify pupils in receipt of pupil premium funding in our tracking of attainment. We look at each pupil on an individual basis to recognise any additional needs that pupils may have.

In the past year we have used funding to support the academic needs of these pupils ensuring that we are ‘closing the gap’ between the disadvantaged and non-disadvantaged pupils.

We have used our robust system of pupil progress to identify the learning gaps of any pupils in receipt of additional funding. We have used our LSAs and HLTAs to work with these pupils in a small group or in a 1:1 capacity to close the attainment gap.

Our key stage 2 data for 2024-25 showed that our disadvantaged pupils out performed our non-disadvantaged pupils in maths. There remained a gap in the reading and writing. This is not reflected in the attainment across the rest of the school in reading where the gap between the disadvantaged and those that aren’t is narrowing. There remains a gap in the writing attainment. There is also a significant difference in the attendance of disadvantaged pupils.

Key Stage 1 results show that there is a gap in attainment in reading but this is being narrowed through KS2. The writing gap is narrower in KS1.

There is also a gap with pupils achieving GLD.

There appears to be a gap in those passing the phonics screening but there are only 3 pupils in that cohort and one pupil has significant SEND.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider



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