



Wittersham Church of England Primary School - Pupil Premium Strategy Statement 2025 (2025-2028)

We strive to cooperate and work alongside all members of our community to feel valued, nurtured, and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, and experiences that promote courage and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world

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	133
Proportion (%) of pupil premium eligible pupils	(22 pupils) 17%
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)	<input checked="" type="checkbox"/> 2025 - 2026 <input type="checkbox"/> 2026 - 2027 <input type="checkbox"/> 2027 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stella Coulson Headteacher
Pupil Premium Lead	Stella Coulson Headteacher
Governor	Jane Burnett

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	22 × £1,515 = £33,330
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£33,330

Part A: Pupil Premium Strategy Plan

Statement of intent

At Wittersham Church of England Primary School, our Christian vision and our values of courage, compassion, and cooperation underpin everything we do. We are committed to ensuring that all children, regardless of their background or the barriers they may face, are given the opportunities and support needed to flourish academically, socially, and emotionally.

Our Pupil Premium Strategy is rooted in the evidence base provided by the Education Endowment Foundation and government guidance, and it is designed to address disadvantage through a tiered approach. We focus on three key areas: delivering consistently high-quality teaching, providing targeted academic support, and ensuring access to rich, wider opportunities. We know from research that the most effective way to raise attainment for disadvantaged learners is to strengthen teaching and learning for all, while also addressing individual needs.

At Wittersham, we are ambitious for every child. Our strategy sets out to diminish gaps in attainment and progress in reading, writing, and maths, to improve attendance and engagement, and to support the development of self-confidence, resilience, and wellbeing. We also place a strong emphasis on developing language, communication, and vocabulary, recognising these as essential foundations for success across the curriculum.

We are equally committed to ensuring that every child can participate fully in the life of our school, regardless of circumstance. Through Forest School, enrichment trips, and carefully planned cultural experiences, we will continue to broaden horizons, strengthen cultural capital, and nurture curiosity. We believe that these opportunities are not just extras, but vital experiences that build equity, raise aspirations, and prepare children to play their full part in the world.

Our approach is inclusive, evidence-informed, and regularly reviewed by leaders and governors. By working closely with families and using funding strategically and accountably, we aim to ensure that every disadvantaged pupil at Wittersham receives the right support at the right time, enabling them to thrive as learners and as individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and Communication Development</p> <p>A significant number of pupils, particularly those who are disadvantaged, begin school with language and communication skills below age-related expectations. This impacts vocabulary, comprehension, and confidence, creating barriers to accessing early reading and writing. Without targeted speech, language, and communication interventions, these gaps risk widening over time.</p>
2	<p>Attainment Gaps in Core Subjects</p> <p>Disadvantaged pupils continue to underperform compared with their peers, particularly in writing. In summer 2025, only 25% of disadvantaged pupils were working at age-related expectations in writing compared with 59% of all pupils. In reading, 25% of disadvantaged pupils are below expectations (compared with 11% of all pupils), while in maths, 15% are below expectations (compared with 9% overall). These gaps demonstrate that high-quality teaching, alongside targeted academic support, must remain a priority to ensure disadvantaged pupils achieve outcomes in line with national expectations.</p>
3	<p>Attendance and Persistent Absence</p> <p>Attendance is a significant barrier. Disadvantaged pupils' attendance currently sits at 92%, below the national figure of 94.8%. Persistent absence for this group is 30%, more than double that of all pupils (12.3%). This means disadvantaged children are missing substantial amounts of learning time, reducing access to both high-quality teaching and wider enrichment opportunities. Attendance improvement is therefore essential to closing attainment and progress gaps.</p>

4	<p>Engagement, Resilience, and SEMH</p> <p>Leuven data indicate that disadvantaged pupils are less engaged in learning compared to their peers: 42% are categorised as “working towards” in involvement, compared with 31% for all pupils. While well-being levels are comparable, the lower engagement levels suggest that disadvantaged pupils may struggle with self-regulation, resilience, and sustaining focus. These barriers need addressing through targeted nurture support, restorative approaches, and opportunities to develop independence and autonomy in learning.</p>
5	<p>Cultural Capital and Enrichment Access</p> <p>Disadvantaged pupils have fewer opportunities to access enrichment and cultural experiences outside of school. Without targeted action, these gaps limit aspiration, creativity, and inclusion. Ensuring disadvantaged children participate fully in experiences such as Forest School, trips, extracurricular clubs, and cultural opportunities is crucial to raising aspirations, broadening horizons, and preparing them for future learning and life.</p>

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>1. Language and communication gaps are diminished.</p>	<ul style="list-style-type: none"> • By 2028, at least 85% of disadvantaged pupils will meet age-related expectations in spoken language and vocabulary assessments. • SALT interventions and early phonics assessments show accelerated progress for targeted pupils.

	<ul style="list-style-type: none"> Teacher observations and Leuven data reflect improved engagement in speaking and listening activities.
<p>2. Attainment gaps in reading, writing, and maths are narrowed, with a particular focus on writing.</p>	<ul style="list-style-type: none"> By 2028, disadvantaged attainment in writing increases from 25% at the expected (2025 baseline) to at least 65%, closing the gap with peers. Disadvantaged attainment in reading and maths improves by at least 20 percentage points, bringing outcomes in line with national averages. Progress measures (KS1–KS2, internal data) show disadvantaged pupils making at least expected progress, with the majority making better than expected.
<p>3. Attendance for disadvantaged pupils improves, and persistent absence reduces.</p>	<ul style="list-style-type: none"> Attendance for disadvantaged pupils rises from 92% (2025 baseline) to at least 95% by 2028. Persistent absence for disadvantaged pupils reduces from 30% to below 15% by 2028. FLO and attendance tracking demonstrate improved family engagement and earlier intervention.
<p>4. Disadvantaged pupils demonstrate improved engagement, resilience, and self-regulation.</p>	<ul style="list-style-type: none"> Leuven data shows an increase in disadvantaged pupils rated “high involvement” from 53% (2025 baseline) to at least 70% by 2028. Teacher assessments and pupil voice evidence improvements in confidence, independence, and resilience. Behaviour and exclusion data indicate reduced SEMH-related incidents for disadvantaged pupils.

5. All pupils, including those who are disadvantaged, have equitable access to enrichment and cultural opportunities.

- 100% of disadvantaged pupils attend Forest School and enrichment trips each year.
- Pupil voice surveys reflect that disadvantaged pupils feel included and inspired by cultural and extracurricular experiences.
- Curriculum records and monitoring evidence that disadvantaged pupils' cultural capital and aspirations are developed over time.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD in phonics, early reading, and writing	EEF: systematic synthetic phonics +5 months progress	1, 2
Adaptive teaching, scaffolding, and feedback strategies	EEF: feedback +6 months, scaffolding increases access	2, 4
Coaching and mentoring programme for teachers/TAs	EEF: instructional coaching high impact	1, 2, 4
Recruitment/retention of skilled TAs for interventions	EEF: TA impact effective with structured interventions	1, 2, 4
Subject leadership development in English/maths	Strong leadership improves curriculum quality (Ofsted)	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring in core subjects	EEF: small group tuition +4 months, 1:1 tuition +5 months	2
Speech and Language Therapy interventions	EEF: oral language interventions +6 months	1, 2
Precision teaching and catch-up programmes	EEF: targeted literacy/numeracy interventions	1, 2
NELI (Nuffield Early Language Intervention)	DfE/EEF: strong evidence closing language gaps	1
Targeted SEMH nurture interventions	EEF: social/emotional learning interventions +4 months	4

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

On a voyage of discovery; learning and growing together in the light of God.

Budgeted cost: £11,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening role of Family Liaison Officer	EEF/DfE: strong home-school engagement improves attendance	3
Targeted attendance interventions	DfE: attendance a key driver of attainment	3
Nurture provision (The Orchard) and Play Therapy	EEF: SEMH interventions +4 months progress	4
Forest School for all year groups	EEF: outdoor/adventure learning +4 months progress	4, 5
Subsidised trips and extracurricular clubs	DfE: cultural capital broadens experiences	5

Total budgeted cost: 22 × £1,515 = £33,330

Monitoring and Review

The Pupil Premium Strategy will be reviewed annually. Impact will be measured through pupil outcomes, attendance data, wellbeing measures (e.g., Leuven, Boxall), and pupil/parent voice. Governors will hold leaders accountable for funding use and outcomes for disadvantaged pupils. Adjustments will be made annually to ensure the strategy continues to meet the needs of our school community.

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	Challenge(s) Addressed
TT Rockstars & Numbots	Maths Circle Ltd	2
Picture News	Picture News Ltd	5
Kapow Curriculum (selected elements)	KAPOW Curriculum Ltd	2, 5
Literacy Shed Plus	Education Shed Ltd	2
Spelling Shed	Education Shed Ltd	2
Maths Shed	Education Shed Ltd	2
Language Link / Speech Link	Speech Link Multimedia Ltd	1
Discovery Coding	Discovery Education Europe Ltd	5
Digimaps	The University of Edinburgh	5
Widgit	Widgit Software	1, 2
Little Wandle Phonics	Little Wandle Letters and Sounds Revised	1, 2
Boxall Profile	The Boxall Profile Online (Nurture UK)	4
Leuven Scales	Internal Assessment / Nurture UK guidance	4

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Compassion**Courage****Cooperation**

The Orchard (Nurture Provision)	In-school provision	4
Fishing for Schools	Fishing for Schools	4, 5
Forest School Provision	Righteous Oaks	4, 5
Enrichment Trips & Cultural Partnerships	Local museums, theatre, arts providers	5