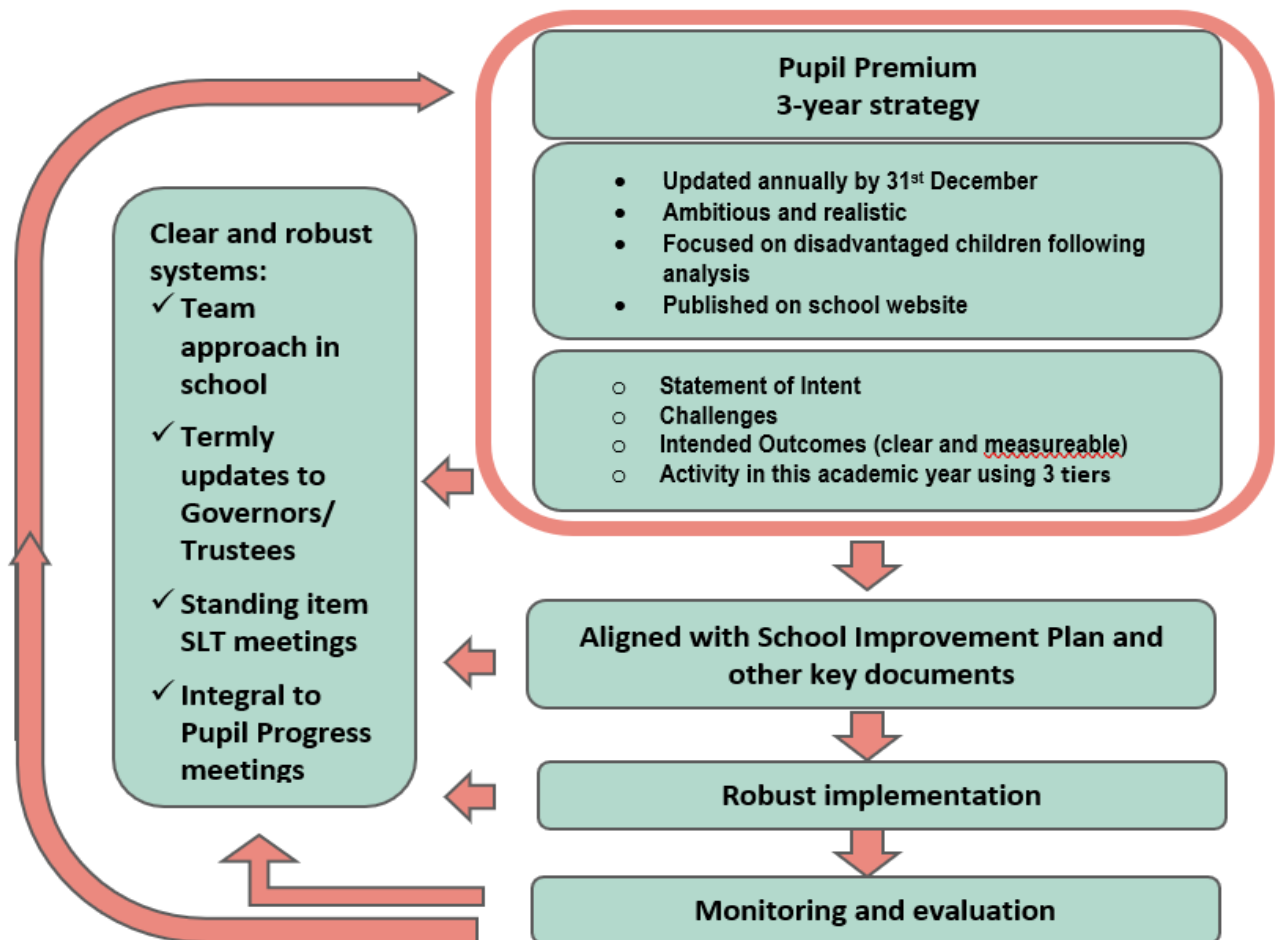




## Wath Church of England Primary School

### Pupil Premium Strategy Statement – 2024/25 – 2026/27

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 effect that last year's spending of pupil premium had within our school. This Plan details our school's 3 Year strategic vision to help improve the attainment of our disadvantaged pupils. This Plan triangulates with the School Improvement Plan and is reviewed annually with a overarching strategic review every 3 years.



## School overview

Detail	Data
School name	Wath Cof E Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024 to 2025 2025 to 2026 2026 to 2027
Date this statement was published	December 2024 – year 1 of plan
Date on which it will be reviewed	July 2025
Statement authorised by	Paul Beevor
Pupil premium lead	Paul Beevor
Governor / Trustee lead	Chris Skelton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024/2025 £102,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,360  N/A

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## Part A: Pupil premium strategy plan

### Statement of intent

#### What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years; have been looked after for one day or more (Child Looked After), or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

#### Our Philosophy

Wath CofE Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to

all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers the best ways to allocate Pupil Premium funding following rigorous data analysis and the careful consideration of the needs of the pupils.

## Our Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on all pupils
- focused support to target under-performing pupils
- specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts on achievement, attainment, attendance and well being. This includes an identified governor having responsibility for Pupil Premium, the Head teacher, responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. We regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

## Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based approaches and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend provision or intervention that is not having the intended impact. We will:

### Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

### Prepare

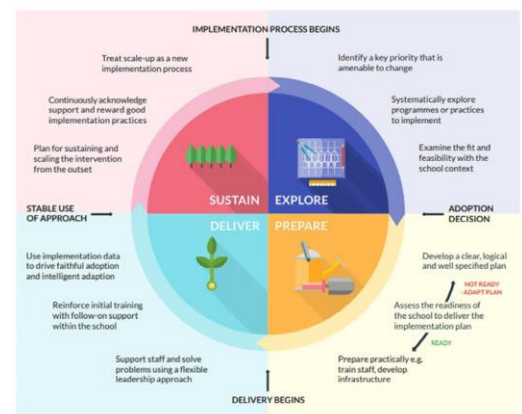
- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

### Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

### Sustain

- Plan for sustaining and scaling the approach from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process



## Aims

At Wath CofE Primary School we aim that disadvantaged pupils are supported through a range of school strategies so:

- They attend school in line with national averages for all pupils in terms of attendance and persistent absence
- They reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils
- Access to high quality pastoral support so that feel happy and are engaged in their learning
- Parent support will be offered to all families identified or requesting support.

## To achieve these aims, we will:

- Enhance quality first provision through a range of CPD opportunities which enable all staff to enhance their practice in ways which are linked to our DEP.
- Putting oracy at the heart of our curriculum to improve disadvantaged pupils access to the curriculum and enhance their learning.
- Ensure consistency in all key areas of the curriculum. This will happen through through the delivery of an accredited phonics scheme and regular review and coaching from the English Lead in guided reading and Phonics Lead in this area. As well as this, the English Curriculum is being developed to reduce cognitive load and enhance outcomes. The maths curriculum will be delivered with small steps in mind to improve the access of all learners as well as being linked to oracy through stem sentences which will improve the learning of concepts and retention of key information for all children and disadvantaged pupils. These developments are linked to our CPD programme.
- Plan strategic interventions which are based on research evidence, early intervention, targeted towards the groups of greatest need and using practitioners who can make the greatest difference.
- Enable disadvantaged pupils to have attendance which is in line with national averages for all pupils so they access a full curriculum offer.
- Use a broad network of welfare provision so that all pupils feel happy and ready to learn whilst using parent support to ensure each family has positive relationships with each other.

## Challenges

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

Challenge number	Detail of challenge
1	Providing quality-first teaching which enhances the progress and attainment of all pupils particularly those who are disadvantaged in writing. <b>From previous years, we have discovered that regular, small steps input from leaders into class teachers' practice support the greatest change across the year.</b>
2	The outcomes of pupil premium children in Y1 phonics. <b>Although the cohorts of pupil premium children are relatively small, we want to ensure their outcomes are in-line with national averages. Outcomes for all pupils are significantly above national averages over a three-year trend. In 2024, 86% of pupils passed phonics screening. However, this figure was 50% [3/6] for pupil premium children.</b>
3	Language and literacy development of pupils in school, particularly in EYFS and KS1. <b>Although still broadly in-line with national averages, there has been a reduction in the outcomes</b>

	achieved at the end of EYFS in listening, attention, understanding and speaking. We want to address this in EYFS but more broadly in KS1 as well.
4	The outcomes of pupil premium children in Y4 MTC. Although the cohorts of pupil premium children are relatively small, we want to ensure their outcomes are in-line with national averages. Outcomes for all pupils are significantly above national averages over a three-year trend. In 2024, the average marks for all pupils was 22.9 but was 17.9 for pupil premium children [7 pupils].
5	Pupils' greater social, emotional and mental health needs making it more challenging for them to be ready to learn or learn effectively.
6	The attendance and persistent absence gap between the pupil premium children and all children.
7	Parents' greater social, emotional needs and mental health.

### 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 further enhance writing outcomes for all children and those who are disadvantaged by developing the English curriculum and the delivery of the English curriculum.	<ul style="list-style-type: none"> <li>The English curriculum is adapted to ensure reduced cognitive load in handwriting, spelling and punctuation.</li> <li>The English Coordinator takes part in training to support strategic leading of the English Curriculum.</li> <li>Children have the opportunity to read widely and across the curriculum with this supporting writing.</li> <li>Teachers are expert teachers in English, developing their practice in-line with curriculum developments in school.</li> <li>Teachers engage with in-the-moment coaching.</li> <li>Children achieving expected writing exceeds national averages in EYFS, KS1 and KS2.</li> <li>The percentage of pure pupil premium children achieving expected or better in writing is in line with national averages from F2 to Y6.</li> </ul>
2. To further enhance phonics curriculum and delivery so that pupil premium children outcomes improve in Y1 phonics.	<ul style="list-style-type: none"> <li>All staff delivering phonics in EYFS and Y1 have trained appropriately in the Little Wandle Programme.</li> <li>The phonics leader uses in-the-moment coaching to develop teacher and teaching assistant delivery of the phonics programme.</li> <li>The impact of the curriculum as well as keep up and catch-up programmes is evaluated by the phonics leader at appropriate intervals.</li> <li>The outcomes of all pupils in the Y1 phonics assessment significantly exceed national averages.</li> <li>The outcomes of pupil premium children in Y1 phonics will be in line with or exceed national averages.</li> </ul>

<p>3. Ensuring a language rich curriculum to support the language and vocabulary development of those who are disadvantage.</p>	<ul style="list-style-type: none"> <li>• The oracy curriculum is developed across school in all curriculum areas with teachers, HLTA and TA receiving appropriate training.</li> <li>• SALT programmes are delivered for all children who need this support.</li> <li>• For F2 outcomes in listening, attention and understanding as well as speaking to be above national averages for all pupils and those who are disadvantaged.</li> <li>• Vocabulary to be evident in subject curriculum areas</li> <li>• Language rich environment</li> <li>• Support for all families in place to support the children to understand a wide range of vocabulary with extra support for disadvantaged children.</li> </ul>
<p>4. To further develop the teaching of multiplication and division knowledge to improve pupil premium children's outcomes in Y4 MTC.</p>	<ul style="list-style-type: none"> <li>• Teachers in Y3 and Y4 receive appropriate CPD to support best practice in this area.</li> <li>• Teaching assistants delivering keep up and catch programmes have taken part in appropriate CPD to lead these programmes successfully.</li> <li>• HLTAs take part in teacher research group in mathematics to enhance their understanding of the five big ideas.</li> <li>• The maths lead reviews the implementation of the curriculum in this area and current impact.</li> <li>• The outcomes of all pupils in the Y4 MTC significantly exceed national averages.</li> <li>• The outcomes of pupil premium children in Y4 MTC will be in line with or exceed national averages.</li> </ul>
<p>5. To improve pupils' social, emotional and mental health needs through pastoral support in class and access to wider curricular opportunities such as after school clubs so they are happy and ready to learn.</p>	<ul style="list-style-type: none"> <li>• Survey information shows that pupil premium children are happy in school.</li> <li>• Drop-in review shows pupil premium children are engaged in their learning.</li> <li>• Behaviour incidents for pupil premium children on Rmy are less than or in-line with their proportion of the school population.</li> <li>• Pupil premium children receive recognition in-line with all children.</li> <li>• A higher proportion of pupil premium children [48% in 2023/24] in KS2 attend active school clubs.</li> </ul>
<p>6. To close the attendance and persistent absence gap between the pupil premium children and all children.</p>	<ul style="list-style-type: none"> <li>• Attendance for all pupils exceeds the national average.</li> <li>• Persistent absence for all pupils is lower than national averages.</li> <li>• To continue to build relationships and support parents through the walking bus.</li> <li>• To improve the attendance of pupil premium children to be 1% greater than 2023/24 [92.6% target]. This is to continue each year until the national average for all pupils is reached by the end of the three-year cycle.</li> <li>• To improve persistent absence amongst for pupil premium children so that it is 5% fewer than 2023/24 [27.3% target]. This is to continue each year until the national average for all pupils is reached by the end of the three-year cycle.</li> </ul>

<p>7. Parent support will be offered to all families identified or requesting support.</p>	<ul style="list-style-type: none"> <li>• Staff training records show significant training provided for staff in this team, in this area.</li> <li>• Records will show the number of families offered support, the support given and the impact for each family. This will be documented within our RecordMy system. This includes advice around home learning.</li> <li>• The children whose families we work with will feel happier and their needs will be met. This will be measured via conversations and questionnaires.</li> </ul>
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### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>In-the-moment coaching of teaching staff by the English Leader as well as developing new writing assessment systems and leading half-termly writing moderation.</i></p> <p><i>The English Leader takes part in training to support leading English in this way.</i></p> <p>£10,000</p> <p><i>From the previous year, we found that in-moment coaching was more time effective and had greater impact than instructional coaching.</i></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> <p>Both reports illustrate the importance of all aspects of the writing curriculum and their links to reading. Leader support will be based on staff ensuring each element of quality-first writing practice is present consistently in their classrooms.</p>	1
<p><i>Release of the Maths Leader and Phonics Leader to carry out training of staff and evaluation or the development of</i></p> <p>£9,000</p> <p><i>£2002 Training release for the maths lead and phonics lead.</i></p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1732180085">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1732180085</a></p> <p>This is based on staff making regular small step adjustments in their practice to enhance this in maths and phonics.</p>	2 and 4

<p><i>Renew phonics training required and renew resources to ensure broader resource base.</i></p> <p><i>An audit of the early reading provision and phonics took place with the English Hub in Autumn Term 2024 with the focus to be on further staff training and purchase of a wider range of blending books.</i></p> <p>£11,806</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>2 and 3</p>
<p><i>Rosis training package</i></p> <p><i>This will support the training of staff in oracy, Strategic Leadership of English, maths and the wider curriculum.</i></p> <p>£2,500</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://nlt.cdn.ngo/media/documents/Creating_confident_communicators_-_How_the_government_can_help_every_child_fi_n_4zRs95n.pdf">https://nlt.cdn.ngo/media/documents/Creating_confident_communicators_-_How_the_government_can_help_every_child_fi_n_4zRs95n.pdf</a></p>	<p>1 and 3</p>
<p><i>Working with children to support their mental health needs through Zones of Regulation and other areas.</i></p> <p>£11,308 – Pupil Support Lead</p> <p><i>This is a staffing change from the previous year where school had a pupil mental health champion</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>5</p>

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

Budgeted cost: £22,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics intervention from correctly trained teaching assistants in F2, Y1, Y2 and KS2</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1 and 2</p>



£9,539		
<p><i>Ensuring the best quality first provision and catch-up programmes in Y2 to Y6 writing to support pupil premium children to be ARE</i></p> <p>£7,230</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://thegrid.org.uk/assets/hfl-education-guide-effective-pp-strategy-2023.pdf">https://thegrid.org.uk/assets/hfl-education-guide-effective-pp-strategy-2023.pdf</a></p> <p>This focuses on who leads interventions for pupils in writing. In our school, this will be teachers who teach writing with the pupils each day.</p>	1
<p><i>Pre-learning of vocabulary in the core subjects then the wider curriculum for pupil premium children.</i></p> <p>£2,000</p>	<p><a href="https://nlt.cdn.ngo/media/documents/Creating_confident_communicators_-_How_the_government_can_help_every_child_fin_4zRs95n.pdf">https://nlt.cdn.ngo/media/documents/Creating_confident_communicators_-_How_the_government_can_help_every_child_fin_4zRs95n.pdf</a></p>	3
<p><i>Early intervention in speech and language through the use of a speech and language therapist.</i></p> <p>£3,698</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>	2 and 3

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

Budgeted cost: £33,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote parental engagement by addressing social, emotional needs and mental health.</p> <p><i>Parent Support Lead- £18,329 – Parent Support Lead</i></p> <p><i>This will take the form of working with class teachers, from pupil voice evidence and requests from parents to deliver the best support to individual families.</i></p>	<p>Social and emotional learning has an impact of +4 months in the EEF Toolkit.</p> <p>We are carrying out targeted social and emotional learning in organised into groups or on a one-to-one basis considering the findings of the report 'Improving Social and Emotional Learning' by EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a></p>	<p>7</p>
<p>To close the attendance and persistent absence gap between the pupil premium children and all children.</p> <p><i>£14,948</i></p> <p><i>School attendance lead</i></p> <p><i>The school attendance lead will implement the school attendance strategy working with disadvantaged families, building relationships and using a bank of strategies to deliver the best support for families.</i></p>	<p>In line with DfE Report, Working Together to Improve Attendance, we will be considering the most effective ways to communicate with families in relation to attendance.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>6</p>

**Total budgeted cost:**

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**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>1. To provide quality first class-led teaching to all pupils including those who are pupil premium.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>• The English curriculum is adapted to ensure reduced cognitive load in handwriting, spelling and punctuation.</li><li>• Children have the opportunity to read widely and across the curriculum.</li><li>• Teachers have developed their practice in English teaching working with the English Lead to do this.</li><li>• Teachers engage with in-the-moment coaching, collaborative coaching and instructional coaching to enhance their teaching.</li><li>• Pupils achieving expected at the end of KS2 was ahead of national averages:</li></ul> <p>Reading at expected school 83% [national average 74%]. 79% of pupil premium [11/14] children reached expected in 2023/24. Writing at expected school 77% [national average 72%]. 50% of pupil premium children [7/14] reached expected in 2023/24. Spelling, Grammar and Punctuation at expected school 80% [national average 72%]. 71% of pupil premium children [10/14] reached expected in 2023/24.</p> <p>The writing gap explains why the focus in the next 3-year plan will be on pupil premium writers as well as the oracy skills of pupil premium children.</p>
<p>2. To promote engagement by addressing social, emotional needs and mental health.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>• Survey information shows that pupil premium children are happy in school. 86% of pupils enjoyed going school always or a lot. 83% of pupils felt like they always belonged or belonged a lot in school. 91% of pupils always felt happy in school or felt happy a lot.</li><li>• Drop-in review shows pupil premium children are engaged in their learning.</li><li>• Pupil premium children receive recognition in-line with all children in terms of praise, being recognised on the recognition board or receiving Christian vision cards.</li><li>• 81% of behaviour logs are linked to non-pupil premium children and 19% are linked to pupil premium children. This is in line with the percentages of non-pupil premium and pupil premium children in school.</li></ul>
<p>3. To close the attendance and persistent absence gap between the pupil premium children and all children.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>• 2023/24 attendance for our school was 95.2% [national average 94.6%]</li><li>• Persistent absence for all pupils at Wath CofE Primary School was 11.8% [national average was 20.2%].</li></ul>

- 2023/24 attendance for pupil premium children at our school was 91.6% [national average for all pupils 94.6%]. This is a gap to all pupils is 3.6% in 2023/24 and was 3.52% in 2022/23.
- Persistent absence for pupil premium children at Wath CofE Primary School was 32.3% [national average for all pupils was 20.2%]. This is a gap to all pupils is 20.5% in 2023/24 and was 18.52% in 2022/23.
- As a result of the gaps in attendance between all pupils and pupil premium children and in persistent absence, we have developed a new attendance strategy for 2024/25.

4. To improve pupil premium children’s language and literacy skills in the early years and KS1.

Success Criteria

- Speech and language services worked with sixteen children. Seven were new referrals and nine were part of the existing caseload. The aim if for a similar sized caseload for next year.
- 86% of children passed their phonics screening in 2023/24 at Wath CofE Primary School.
- 50%+ of pupil premium children pass phonics screening in Year 1.
- 67%+ % of pupil premium children pass phonics screening in Year 2.
- In Year 1 there are 56 children and 8 children who are pupil premium.
- In Year 2 there are 60 children and 9 children who are pupil premium.

5. To close learning gaps in KS2.

Success Criteria

- Year 4 writing outcomes for all pupils are 69% [2024 KS2 national average 72%] or greater at the expected level. This was an increase on the previous year’s outcomes of 1%. 40% of pupil premium children [2/5] reached expected in 2023/24.
- Year 5 writing outcomes for all pupils are 71% [2024 KS2 national average 72%] or greater at the expected level. This was an increase on the previous year’s outcomes of 2%. 42% of pupil premium children [5/12] reached expected in 2023/24.
- Year 6 writing outcomes for all pupils are 77% [2024 KS2 national average 69%] or greater at the expected level. This was an increase on the previous year’s outcomes of 10%. 50% of pupil premium children [7/14] reached expected in 2023/24.

The writing gap explains why the focus in the next 3-year plan will be on pupil premium writers as well as the oracy skills of pupil premium children.

6. To support the social and emotional needs of pupil premium families.

- There is an inclusion team to support families in need. This consists of a SENCo, Parent Support Lead, Pupil Support Lead and Attendance Lead.
- Families to support are identified and reviewed at least termly.
- A range of support strategies are deployed to support families in a bespoke manner.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Fusion SEND support	Fusion

SALT	Rotherham NHS
Timestable Rock Stars	Maths Circle

**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:***

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

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