

Pupil premium strategy statement – Walbottle Village 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
School name	Walbottle Village Primary School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	80/ 142 (56%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025-2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Alison Oliver – Head Teacher
Pupil premium lead	Samantha Peverall – Deputy Head Teacher
Governor / Trustee lead	Gareth Harrison - Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
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	£93,930

Part A: Pupil premium strategy plan

Statement of intent

At our small village primary school, we believe that every child deserves the same opportunities to thrive, regardless of their background. We are committed to ensuring that pupils who are disadvantaged receive the support they need to achieve their full potential and to experience all aspects of school life on an equal footing with their peers.

We recognise that disadvantaged children may face additional challenges, and we are dedicated to identifying these early and responding with the right support at the right time. Our use of Pupil Premium funding is centred on providing targeted and meaningful assistance for pupils and their families. This includes academic support to help close attainment gaps, wellbeing support to nurture confidence and resilience, attendance support to promote positive engagement with school, and family support to strengthen the home/school relationship.

We aim to inspire every child through a rich, engaging, and ambitious curriculum. Across subjects such as art, design, and history, we introduce pupils to significant individuals from the past and present, showing them what is possible and helping them see themselves as future innovators, creators, and leaders. We believe that learning about inspirational people encourages our children to develop high aspirations and recognise their own potential.

We celebrate our children's achievements, both inside and outside of school, to build pride, motivation, and a strong sense of belonging in our community. By recognising and valuing every child's success, we aim to contribute to their wellbeing and self-esteem.

Pupils' wider development sits at the heart of our school ethos. We strive to balance strong academic outcomes with pupils' personal growth, ensuring that every child has the opportunity to thrive socially as well as academically. We are committed to support parents with a broad range of enriching experiences and opportunities, helping pupils develop essential life skills such as riding a bike, dressing themselves confidently, or speaking with assurance in public.

We also recognise that improving attendance requires a deep understanding of the individual factors that influence pupils' engagement with school. Each pupil's circumstances are unique, and addressing attendance barriers effectively means taking the time to build trusting relationships with pupils and their families. Through open, structured conversations, we explore both the "push" and "pull" factors affecting attendance. Push factors might include difficulties with reading, challenges in a particular subject, social worries, concerns around unstructured times, or feeling too far behind to catch up. Pull factors at home may involve caring responsibilities, reluctance to be away from family, feeling unwell or tired, or preferring activities such as mobile phones or video games. Creating space for these honest and curious discussions allows us to better understand the root causes of behaviour and attendance patterns. This insight forms the basis of tailored, meaningful support, helping us work in partnership with families to find effective solutions and ensure pupils feel ready, confident, and motivated to attend school regularly.

Through high-quality teaching, personalised intervention, and a warm, inclusive community ethos, we work to remove barriers to learning and ensure that every disadvantaged pupil feels valued, supported, and capable of success. We continually monitor the impact of our actions and adapt our approach to meet the evolving needs of our children and families.

Our intention is to create a nurturing, inspiring environment where all pupils are supported to flourish academically, socially, and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower attendance and high persistent absence among disadvantaged pupils</p> <p>Across multiple years, disadvantaged pupils have consistently lower attendance than their non-disadvantaged peers. In 2025–26 (Sept–Oct), PP attendance was 93.12% compared with 95.73% for non-PP, leaving a gap of 2.61%</p> <p>Persistent absence also remains a significant challenge, with disadvantaged pupils making up a high proportion of PA cases. Poor attendance limits learning time and contributes to widening gaps over time.</p>
2	<p>Disadvantaged children are significantly underrepresented at greater depth</p> <p>Disadvantaged pupils are almost entirely absent from greater depth outcomes at KS2. In 2025, 0% of disadvantaged pupils achieved greater depth in Writing, GPS, Maths, or RWM combined. This pattern begins earlier in school. In the most recent multiplication tables check (MTC), all pupils who did not meet the expected standard were disadvantaged. This highlights a ceiling on achievement and limited challenge for higher-attaining disadvantaged learners, especially within maths.</p> <p>Addressing these foundational gaps is essential to improving long-term outcomes in maths and overall attainment.</p>
3	<p>High proportion of disadvantaged pupils with SEND</p> <p>A significant proportion, 36% of disadvantaged pupils also have SEND, which is 6.5% higher than national figures. This overlap adds complexity to learning barriers and often requires substantial additional support to</p>

	ensure these pupils can access the curriculum at an age-appropriate level.
4	<p>Limited access to enrichment, sport and wider experiences</p> <p>Many disadvantaged pupils have fewer opportunities to take part in enrichment activities, sport and wider experiences outside of school. They rely heavily on school to provide enrichment, trips, vocabulary rich activities and aspirational opportunities. Lower attendance among some disadvantage pupils mean they also miss school-based enrichment which widens the gap in cultural capital.</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>Lower attendance and high persistent absence among disadvantaged pupils</p> <p>Improve overall attendance of disadvantaged pupils to reduce the gap with non-disadvantaged pupils</p> <p>Reduce persistent absence (PA) among disadvantaged pupils</p> <p>Increase pupil and family engagement with school routines and activities</p>	<p>Disadvantaged pupil attendance reaches over 95%, with the gap to non-disadvantaged pupils being less than 1%</p> <p>PA among disadvantaged I reduced to below 10% by the end of the academic year</p> <p>Improved attendance contributes to more consistent engagement with learning resulting in measurable improvements in progress and attainment</p> <p>Parents and carers of disadvantages pupils engage actively with school attendance initiatives</p>
<p>Disadvantaged children underrepresented at greater depth (including MTC performance)</p> <p>Increase the percentage of disadvantaged pupils achieving greater depth and secure early maths fluency to prevent gaps widening in upper key stages.</p> <ul style="list-style-type: none"> 	<p>At least 10% of disadvantaged pupils achieve greater depth in at least one core subject by the end of KS2.</p> <p>In Maths, the proportion of PP pupils achieving greater depth rises from 0% to 5–10%+.</p> <p>No disadvantaged pupil leaves KS2 without meeting the expected standard in Reading, Writing and Maths unless they have significant SEND.</p> <p>In the Multiplication Tables Check, the proportion of PP pupils meeting the expected standard increases each year, with no cohort where only disadvantaged pupils do not pass.</p>

	<p>Earlier identification and support lead to accelerated progress in PP pupils working at or above.</p>
<p>High proportion of disadvantaged pupils with SEND</p> <p>Ensure disadvantaged pupils with SEND make strong progress from their starting points and have reasonable access to the curriculum through effective support and high-quality teaching.</p>	<p>Clear, high-quality provision plans in place for all PP pupils with SEND.</p> <p>PP pupils with SEND show expected or better progress in Reading, Writing and Maths (measured through insight tracking, teacher assessment, and intervention feedback).</p> <p>The proportion of PP pupils with SEN reaching meeting standard increases year-on-year.</p> <p>SEND-related barriers (e.g., working memory, language needs, SEMH needs) reduce as evidenced through assessment, observations, and SEN reviews.</p> <p>Improved attendance and engagement specifically among PP pupils with SEND.</p>
<p>Limited access to enrichment, sport, and wider experiences</p> <p>Increase participation of disadvantaged pupils in enrichment, cultural experiences, sport, and wider opportunities to strengthen cultural capital and personal development.</p>	<p>Disadvantaged pupils take part in at least one enrichment, sporting or cultural experience each term.</p> <p>Attendance at clubs, trips and wider opportunities for PP pupils increases year-on-year.</p> <p>All PP pupils access at least one aspirational experience annually (e.g. careers, university visits, visitors/experts, performances).</p> <p>Pupil voice shows increased confidence, engagement and enthusiasm for learning.</p> <p>Observations and curriculum reviews show improved vocabulary, background knowledge and participation in class discussion.</p>

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening Quality First Teaching - teachers will plan lessons that meet the needs of disadvantaged pupils and pupils with SEND through scaffolding, chunking and appropriate challenge.	The EEF identifies high-quality teaching as having the greatest impact on pupil outcomes, particularly for disadvantaged pupils. Explicit instruction and adaptive teaching approaches are consistently associated with positive learning gains when embedded across the school.	2
Improving maths fluency and early intervention within classroom teaching (including MTC readiness)	EEF guidance highlights the importance of securing foundational knowledge through structured practice and mastery-based approaches. Early mathematical fluency is strongly linked to later success in reasoning and problem-solving.	2
SENCo to develop staff expertise in supporting disadvantaged pupils with SEND	EEF guidance on SEND and high-quality teaching emphasises that inclusive, adaptive classroom practice benefits all pupils and is particularly effective for those with additional needs.	3
Increasing engagement and attendance	EEF evidence indicates that strong classroom environments and positive teacher-pupil relationships support improved engagement and attendance, particularly for disadvantaged pupils.	1,2

through consistent, high-quality classroom practice		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for disadvantaged pupils and pupils with SEND	The EEF highlights that small-group and 1:1 intervention can have a positive impact when they are carefully targeted, well-structured and delivered by trained staff. Interventions are most effective when aligned with classroom teaching and informed by assessment.	3
Targeted Y4 maths fluency intervention	EEF evidence indicates that structured practice and retrieval approaches support the development of fluency in maths. Targeted support is particularly effective for disadvantaged pupils when foundational knowledge is explicitly taught and revisited regularly.	2
Targeted support for higher-attaining disadvantaged pupils Maths Lead will provide targeted support for higher-attaining disadvantaged pupils for two hours per week . Sessions will focus on deepening understanding, reasoning, problem-solving and challenge, with	EEF guidance highlights that frequent, short, structured practice is effective in securing foundational mathematical knowledge. Targeted maths interventions have been shown to support disadvantaged pupils when focused on fluency and delivered alongside high-quality teaching.	

a particular emphasis on Maths and Writing. This will include disadvantaged pupils in Year 4 preparing for the MTC.		
Regular assessment and review of intervention impact – purchase Insight Tracking	EEF research stresses the importance of monitoring and evaluation to ensure targeted support leads to meaningful learning gains, particularly for disadvantaged pupils.	2, 3

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance support led by attendance officer	EEF guidance identifies targeted attendance interventions, particularly those involving parental engagement and clear expectations, as effective in improving attendance for disadvantaged pupils. Personalised support and early intervention are key to reducing persistent absence.	1
Strengthening parental engagement and taking shared accountability for attendance	EEF research shows that parental engagement approaches can lead to improved outcomes when they are focused, practical and sustained over time, particularly when linked to clear routines and expectations.	1
Subsidised trips and enrichment activities	EEF guidance on wider strategies highlights the importance of enrichment and experiential learning in supporting disadvantaged pupils. Trips and out-of-class experiences build knowledge, engagement, and aspiration, helping to narrow the attainment gap.	1, 4
Supporting wellbeing and reducing barriers to attendance	EEF guidance recognises that attendance challenges are often linked to wider barriers. Addressing underlying causes through coordinated support improves the likelihood of sustained attendance improvements.	1, 2, 3

Tracking disadvantaged pupils and ensure they access enrichment and wider opportunities	EEF research highlights the role of wider strategies, including enrichment and pupil engagement, in improving motivation, attendance and long-term outcomes for disadvantaged pupils.	4
Extending the school day to offer 'pop up' clubs and sports provision.	EEF guidance on wider strategies highlights that enrichment and extracurricular activities can have a positive impact on pupils' wellbeing, engagement and attendance, particularly for disadvantaged pupils. Improved mental health and a stronger sense of belonging are linked to better engagement in learning and improved academic outcomes.	1, 4
Breakfast club provision for disadvantaged pupils	<p>IFS researchers in collaboration with the National Children's Bureau found that offering relatively disadvantaged primary schools in England support to establish a before-school breakfast club can improve pupils' academic attainment, pupil absence/ and or lateness and behaviour/ wellbeing of students.</p> <p>Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school, delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>https://ifs.org.uk/publications/8714</p>	2, 4

Total budgeted cost: £ 95,000

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.

1. Attainment of Disadvantaged Pupils

In 2024–25, the attainment of disadvantaged pupils at Key Stage 2 showed that gaps with non-disadvantaged peers remained, however disadvantaged pupils performed broadly in line with non-disadvantaged pupils:

Reading, Writing and Maths combined (RWM): 64% of disadvantaged pupils achieved the expected standard, compared with 71% of non-disadvantaged pupils. Gaps were most notable in Maths and Writing, where disadvantaged pupils underperformed by 10% and 6% respectively compared to non-disadvantaged peers. Disadvantaged pupils outperformed national figure in reading and writing.

Greater Depth: Disadvantaged pupils were underrepresented at greater depth in all core subjects (0%), indicating a need for more challenge and targeted support for higher-attaining pupils.

Y4 Multiplication Tables Check (MTC): All pupils who did not meet the expected standard were disadvantaged, highlighting gaps in early maths fluency and the importance of focused interventions.

2. Wider Performance Indicators

Attendance: Overall attendance for disadvantaged pupils was 92.9–93.1%, compared with 95.5–95.7% for non-disadvantaged pupils.

Persistent absence remained high at 30.5%, though slightly improved from 32.8% in 2023–24.

The Attendance Officer's targeted interventions and parental contracts were effective in supporting a small but significant improvement in attendance.

Behaviour and Wellbeing: Behaviour incidents for disadvantaged pupils were consistent with previous years; no significant escalation was noted.

Participation in enrichment activities and clubs was maintained for disadvantaged pupils, supporting wellbeing and engagement.

SEND: 36% of disadvantaged pupils had SEND, above the national average (29.5%), highlighting the complexity of barriers faced by this cohort. Targeted interventions supported progress, particularly in reading and maths.

Evaluation of Strategy

What worked well:

- **Targeted interventions:** Small-group and 1:1 interventions delivered showed progress for disadvantaged pupils.

- **Attendance support:** Engagement with families through parenting contracts led to improved attendance for a proportion of pupils. Staffs' understanding of 'push and pull factors' on pupil attendance and the Behaviour Lead's intervention helped to support overall attendance.
- **Enrichment and engagement:** Disadvantaged pupils accessed trips, clubs, and pop-up activities, contributing to improved engagement and social development.

What needs further improvement:

- **Greater depth attainment:** Disadvantaged pupils remain underrepresented at greater depth. Targeted higher-attaining interventions need expansion.
- **Mathematics fluency:** MTC outcomes indicate a need for earlier identification of gaps in multiplication and number facts.
- **Persistent absence:** While there was improvement, further strategies are needed to reduce PA below national averages.
- **Continue to offer wider extracurricular development,** including more opportunity for disadvantaged children to take part in sports clubs and being part of a team culture, as well as a wide variety of extracurricular opportunities.

Next Steps / Adjustments for Current Strategy

- Increase targeted support for higher-attaining disadvantaged pupils to address greater depth gaps.
- Extend focused maths fluency interventions for Year 4 pupils ahead of MTC.
- Strengthen early identification and rapid response for pupils at risk of persistent absence.
- Continue monitoring and evaluation of TAs' interventions to ensure alignment with classroom teaching and progress tracking.
- Maintain and expand enrichment opportunities, ensuring all disadvantaged pupils have equitable access.

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

