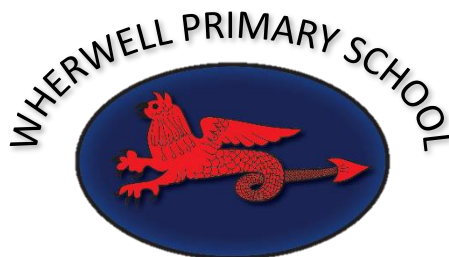


Pupil premium strategy statement - Wherwell Primary School



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	134
Proportion (%) of pupil premium eligible pupils	18.7% 12% PP (16 children) 6.7 SPP (9 children)
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 2025/26 2026/27 (Year 2 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mandy Ovenden
Pupil premium lead	Mandy Ovenden
Governor / Trustee lead	Bryony Winfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,895 (inc £4,200 for SPP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£28,095
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Part A: Pupil premium strategy plan

Statement of intent

At Wherwell Primary School we use Pupil Premium funding to ensure that our disadvantaged and vulnerable pupils receive the highest quality of education to become confident learners in order to have successful futures. We will ensure that children gain a wealth of educational experiences as well as developing cultural capital as they move on their journey from Year R to Year 6. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and we will do whatever it takes to remove these barriers. We want our school to be an emotionally rich and inclusive learning environment within which every child is known and every learner is supported. Ultimately, happy children learn best.

At Wherwell Primary School, we believe every child has the right to the highest standard of education delivered by highly skilled, trained and committed staff. We know that research tells us that high quality teaching is what makes the biggest difference. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is for this reason that, as outlined below, a large proportion of our pupil premium funding is spent on providing high quality professional development to make our great teachers even better. We believe that the best way to raise standards for disadvantaged children, and for all children, is by having high aspirations and ambition for all. Therefore high quality inclusive teaching is at the heart of our approach. By setting aspirational targets, building resilience and consistently implementing key strategies, our school has a culture of developing life-long learners. Our approach is to respond to common challenges and individual needs which is rooted in ongoing robust diagnostic assessment.

At Wherwell we are committed in supporting our pupils to achieve their very best, irrespective of their background or level of need. We want them to make good progress and achieve high levels of attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and its successful implementation is everyone's responsibility.

Challenges

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

Challenge number	Detail of challenge
1	<p>Maths fluency</p> <p>Assessments and observations show that some children struggle to retain number facts and require pre-teaching and over learning of key concepts. Fluency in calculations including number bonds and times tables facts is a barrier to learning.</p>
2	<p>Writing</p> <p>Assessments show that pupils eligible for pupil premium funding make less than expected progress and/or fail to reach age related expectations in Writing. Teaching needs to be tailored to meet the needs of all pupils. Assessments and day to day production of work highlights spelling and transcription as a challenge to all pupils but particularly to our pupil premium pupils.</p>
3	<p>Oral language</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupil premium pupils. A strong emphasis is needed on development of language understanding, narrative skills and vocabulary, including technical subject-specific vocabulary.</p>
4	<p>Self regulation and well being</p> <p>Some pupil premium children lack confidence and independence when approaching new or unfamiliar tasks. Some avoidant behaviours can hinder the progress of learning.</p>
5	<p>Attendance</p> <p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non –disadvantaged pupils. Ensure individual pupils’ attendance meets or exceeds 96%</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
Improved attainment in Writing, particularly spelling and transcription.	<p>Accelerated progress in the pupil’s area of need. This is shown through:</p> <ul style="list-style-type: none"> • increase in pupil’s spelling age (Vernon assessments or tracking of KS1 word lists) • Children showing greater stamina for writing and completing longer pieces of work

	<ul style="list-style-type: none"> • Progress seen within handwriting (Letter join programme followed) • outcomes for Writing for disadvantaged pupils are at least in line with non-disadvantaged pupils • increased engagement in lessons and improved characteristics of learning • Teachers have forensic understanding of Pupil premium needs and address these through high quality inclusive teaching • Staff are confident in the teaching of spelling and handwriting
<p>Improved attainment in Maths, particularly the recall and application of core facts e.g number bonds and times tables.</p>	<ul style="list-style-type: none"> • All children to have rapid recall of age appropriate number facts and work in class and assessments show application of these facts • Times table Rock stars used regularly (TTRS) to overlearn times tables and progress is seen • Pupil premium perform in line with non-Pupil premium in the Year 4 Multiplication test.
<p>Vocabulary development and application</p>	<ul style="list-style-type: none"> • All pupils will have access to vocabulary and text rich environments and a planned sequence of vocabulary development. • Pupil voice will evidence impact of pre-teaching through an improved understanding and correct use of key vocabulary. • Lesson observations and book looks will show that pupils are using subject specific vocabulary with understanding because adults consistently model vocabulary rich, spoken language.
<p>Children demonstrate high levels of emotional wellbeing and resilience.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Children's emotional needs being met. • Pupils are able to access learning. Children are emotionally ready to learn and the rate of learning is not slowed by emotional vulnerability.

	<ul style="list-style-type: none"> • Learning behaviours are good as evident in lesson observations and learning walks • Qualitative data from pupil voice and parent questionnaires show that children have high levels of emotional wellbeing
Teachers and LSAs will have access to high quality professional development throughout the year with a specific focus on Writing and Mathematics.	<ul style="list-style-type: none"> • Teaching will be at least good • Lessons observations will show high quality teaching and effective use of LSA time.
Achieve and sustain improved attendance for all pupils.	<ul style="list-style-type: none"> • Clear procedures in place to manage and improve the attendance of all pupils • Attendance of Pupil premium children to be in line with all children.

Activity in this academic year

This details how we intend to spend our pupil 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
<i>Whole school training to develop teachers' ability to use high impact teaching strategies to support all learners</i>	<p>Pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation +7 months</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</p>	1, 2, 3, 4

	+6 months	
Release English leader to attend County Core provision and to deliver CPD to all staff with a focus on Writing.	Ensure that high quality teaching takes into account pupils' prior knowledge and deliver CPD to all staff. Teaching will anticipate and address misconceptions that may hinder future learning and progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Effective use of Teaching assistants	2, 3
Release time for the Maths lead to support the development of Teaching and learning and to deliver CPD to all staff.	Children are hindered in Maths when key skills are not secure. Maths lead to lead CPD to ensure that targeted small groups have impact whether this is a small group intervention or an in class intervention. https://d2tic4wvo1iusb.cloudfront.net/production/education-evidence/guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1736703540 Effective use of Teaching assistants	1
Improve the quality of social and emotional learning. Mental Health lead to support class teachers to deliver the My Happy Mind programme	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4, 5

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Maths sessions to secure fluency in number</i>	LSAs to run interventions to support the development of number facts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

<p>Reading /vocab developments LSA</p>	<p>http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small groups led by LSA to pre learn vocabulary</p>	<p>2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where needed, subsidies for disadvantaged children towards residential visits, trips, uniform, PE kit, clubs, music lessons etc</p>	<p>All children are included in residential visits and trips and have the correct kit to take part in school activities. They have opportunities to learn instruments and participate in other activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957</p>	<p>4</p>
<p>Behaviour, self regulation- Funding for dedicated ELSA support for vulnerable pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>4</p>
<p>Mental health-whole school approach to supporting children's mental health through following the My Happy Mind scheme.</p>	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning</p>	<p>4, 5</p>

Total budgeted cost: £28,095

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress with our intended outcomes for the last 3 year plan:

Improved attainment in Writing, particularly spelling and transcription.

Data shows that attainment in Writing has improved and the gap has reduced between Milestone 2 data and Milestone 3 data (see table below *). Transcription has been a focus for this group and progress can be seen in the majority of PP books. All PP children have No Excuse spelling words and have word banks given to support in the wider curriculum.

In Key Stage 2 SATs 100% of Pupil premium achieved the expected standard for Writing (1 child).

There were 3 PP children who took the Year 1 phonics screening check and 100% passed.

Improved attainment in Maths, particularly the recall and application of core facts e.g number bonds and times tables.

All PP children are accessing TT Rockstars to support the practise and recall of times table facts.

PP children in Year 1-5 are receiving Maths support on basic skills by working through a Maths passport. Times table practise and number facts is part of the daily routine in every class.

The attainment gap continues to close between PP and non PP. Between Milestone 2 and 3 the gap narrowed further from a 51% gap to a 12% gap for Maths.

In the Year 4 times table check there were 2 Pupil Premium children who scored 14 and 18 out of 25. The National average for disadvantaged pupils was 20.9/ 25

In Key Stage 2 SATs 100% achieved the expected standard (1 child).

Vocabulary development and application.

Pupil premium children benefit from the whole school approach to the specific teaching of vocabulary throughout the curriculum. Key vocabulary is taught and then continually referred to and displayed as a support. Children are reminded to use the word banks provided. All Pupil premium children have daily reading support and vocabulary is explored.

Children demonstrate high levels of emotional wellbeing and resilience.

3 children have received ELSA sessions which have led to greater regulation within the classroom and strategies used to overcome feelings an anxiety.

Teachers and LSAs will have access to high quality professional development throughout the year with a specific focus on Writing and Mathematics.

English and Maths leads have attended the Hampshire Core provision led by HIAS and disseminate training to both teachers and LSAs.

Moderation for Writing with our Test Valley cluster of schools helps equip teachers with the confidence to accurately assess Writing.

Achieve and sustain improved attendance for all pupils.

Attendance for these children was monitored closely and scrutinised at Governor meetings. Any drops in attendance were addressed through working with families to meet and explain the importance of regular attendance. At the end of the year the attendance for this group was 96.5% compared to non Pupil Premium which was 97.1%

PP children have priority with clubs that have number restrictions and are given free sessions at before and after school care if needed.

*

MS2 Pupil Premium compared to non-Pupil Premium (15 children) Year 1-6						
	MS2 Reading EXS+	MS3 Reading EXS+	MS2 Writing EXS+	MS3 Writing EXS+	MS2 Maths EXS+	MS3 Maths EXS+
Pupil Premium	42%	60%	34%	40%	27%	73%
Non pupil Premium	80%	82%	73%	76%	78%	85%
Gap between PP and Non PP between MS2 and MS3	33%	22%	39%	36%	51%	12%

The gap between PP and non PP is closing particularly in Maths which is a 12% gap.

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

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>Additional resources purchased as needed on an individual basis, for instance, sensory equipment or supporting with the cost of breakfast club or after school club as well as clubs which incur a cost.</p> <p>Some SPP had access to ELSA sessions.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Continued engagement and attainment and well-being.</p>