

## St. Werburgh's C E Primary School Pupil Premium Strategy

### School overview

Detail	Data
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	19% (27 pupils)
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>	2024/2025 to 2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Natalie Ainsworth</i> School Leader
Pupil premium lead	XXXX
Governor / Trustee lead	John Ratcliffe Link Trustee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47630
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	£

## Part A: Pupil premium strategy plan

### **The aims of the Moorlands Primary Federation are:**

To provide high-quality education in each of our schools;

To offer an education rooted in faith, shared Christian values and love; \*

To provide every child with life-enriching experiences, instilling a passion and enjoyment of learning and to enable children to make a positive contribution to their world;

To develop a highly-skilled teaching and learning team, which shares good practice in order to benefit the children within each school and to further develop staff.

*\*Diocesan schools*

### **Objectives for our disadvantaged pupils?**

To provide all pupils with fair and equal opportunities to achieve their potential in all areas of the curriculum.

To use extra funding for disadvantaged pupils to support opportunities and ensure that first class teaching is accessible.

To plan, monitor and evaluate support and intervention to secure progress and achievement.

### **How our pupil premium strategy enables us to achieve the objectives?**

At the point this strategy was implemented, we have twenty-seven children eligible for PP funding. Their attainment and achievement is varied. Some children are high attainers. It is our intention to use PP funding to 'challenge' these children to achieve even more. 71% of our funding is spent on educational staff, as we believe this has the greatest impact on pupil outcomes. Our ability to deliver our strategy depends upon the children attending school.

### **Key principles of our strategy plan?**

- Provision of excellent teaching through recruitment, retention and CPD of staff – resulting in excellent pedagogy;
- Access to high-quality educational resources and experiences for all disadvantaged pupils across all provision;
- Targeted academic support for disadvantaged pupils including academic guidance and pastoral support;
- Provision of strategies to support disadvantaged pupils with their attendance, and well-being;
- Bespoke support to meet the needs of individual circumstances.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance for this group of learners is lower than their peers.
2	Unfair access - Not all PP children have fair access to educational materials and extra-curricular activities
3	
4	

## 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
Improve attendance of PP children.	The gap between the attendance of PP and Non-PP children is insignificant.
Ensure all PP children have equal access to all extra-curricular school activities and appropriate, equal, educational materials as non-PP children.	School uniform to be available to all children. Educational resources be available to all children. All PP children to have the opportunity to attend educational visits/ events.

### 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning support assistant delivering academic guidance and pastoral support</p> <p>LSA X 31 hours 34186</p>	<p><a href="#">Teaching Assistant Interventions</a> +4 (EEF)</p> <p>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.'</p> <p>'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'</p> <p>'The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils (+4 months). Most of the evidence relates to reading and other aspects of literacy. Impact is lower for mathematics in primary schools (+ 3 months). The majority of effective approaches involve targeted small group or one to one interventions. Impact in small groups tends to be a little lower (+3 months), but this needs to be offset against the greater number of pupils who benefit. Short sessions of around 30 minutes or so, several times a week are most effective.'</p> <p><a href="#">Making Best Use of Teaching Assistants</a></p> <p>'Ensure explicit connections are made between learning from everyday classroom teaching structured interventions.</p> <p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.</p> <p>Use TAs to deliver high quality one-to-one and small group support using structured interventions.</p> <p>Ensure TAs are fully prepared for their role in the classroom/intervention.</p> <p>Use TAs to add value to what teachers do, not replace them'</p> <p><a href="#">Small group tuition</a> (EEF)</p> <p>'1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	

	<p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One-to-one tuition and small group tuition are both effective interventions.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</p> <p><a href="#">Targeted 1:1 tuition</a> (EEF)</p> <p>'1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.'</p>	
<p>Staff CPD Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

Staff CPD = 3000		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational materials to support PP children: Educational materials = 29 X 200 = 5800		
School uniform 29 X 25 = 725	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EFF)	
Music tuition 6 X 200 = 1200	Pupils from lower socioeconomic households are less likely to be able to afford the cost of private music tuition. (EFF)	
Fund all educational visits for PP children. Ed visits 29 X 25 = 725 Year 6 – 6 X 410 = 2460	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	
Contingency fund for acute issues. 1500	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £**

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published]*.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that *[school would provide an overview of conclusions drawn from this analysis]*.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis]*.

Based on all the information above, the performance of our disadvantaged pupils *[exceeded/met/did not meet]* expectations, and we are at present *[on course/not on course]* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *[school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year]*.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

1. Subsidy of educational visits – all PP children attended all educational visits organised by the school.
2. Learning Support Assistant tuition – (11 hours) – all children received one-to-one and small group tuition.
3. Educational materials were provided to children who needed them. Parents of children who requested uniform were provided with uniform

### **IMPACT measure:**

Our data is made-up of just five children and of which some are listed on the school's Special Educational Needs and Disabilities register.

100% of children made expected progress in reading.

100% of children made expected progress in writing.

100% of children made expected progress in maths.

### Externally provided programmes

Programme	Provider
None	

### Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
One pupil received funding to participate in the week-long residential visit.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Children are fully integrated into school life and access all provision.