Pupil premium strategy statement – Wootton St Peter's CE 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	9 pupils
Proportion (%) of pupil premium eligible pupils	11%
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)**	Three Years
Date this statement was published	October 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Carina Phillips as Acting Head Charles Pitt
Governor / Trustee lead	Mike Varnom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
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*	£15,150

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and reach their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have continued to been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Attainment of disadvantaged pupil is below their peers in reading, writing and maths.
3	Internal and external maths assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. National studies show that increasing children's fluency in number especially in EYFS and KS1 leads to increased attainment.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Observations show that the disadvantaged pupils find it harder to explain their learning using high level vocabulary. National studies show that being aware of their own metacognition enables pupils to make rapid progress.
6	Our attendance data indicates that the attendance among disadvantaged pupils was on average is 89.7%, (which is a slight increase from 87.4% last year), although it is below the 95% target set for attendance. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Observations and assessments show that there is a high proportion of children with a Communication and Interaction needs in the school. This also affects 44% of the disadvantaged children. Studies show that improving SEN provision, especially those with C+I difficulties, can improve outcomes for all children.

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 phonics test scores in KS1 and improved reading results, year on year, in KS2.	- % of all pupils passing phonics test will be at least in line with national data. All disadvantaged pupils will meet ARE.

	- % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE.
Improved maths attainment for disadvantaged pupils at the end of KS2.	- % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE.
Improved writing attainment for disadvantaged pupils at the end of KS2.	- % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE.
Improved oral language skills and vocabulary among disadvantaged pupils.	- All pupils will be able to explain what they are learning and how they are learning it. (Metacognition)
Improved attendance for disadvantaged pupils	- All pupils will attend school at least 95% of the time.

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: £ *8, 150*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff in delivery of RWI – DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,2
Train staff in effective teaching strategies as set out in the teaching and learning policy – focus on maths and writing	Evidence supports that the methods set out in the teaching and learning policy and built on through CPD from outside agencies will lead to quality first teaching in all classrooms. Metacognition EEF EEF Effective Feedback	2,4, 5
Train staff in effective vocabulary teaching strategies	Evidence shows that increasing vocabulary can lead to closing the attainment gap between disadvantaged children and their peers. Teaching	5

	vocabulary and closing the word gap has been shown to improve literacy teaching in schools	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths CPD (including Teaching for Mastery training with BBO Maths HUBS and Mastering Number in EYFS, Key Stage 1 and Key Stage 2).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Improve the quality of social and emotional (SEL) learning in PSHE SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3
Improve the quality of SEN provision through work with OXSIT and C+I team to develop self-regulation and executive function	Improving the quality of SEN provision will benefit all children. There is research that the development of self-regulation and executive function is consistently linked with successful learning. EEF Self-regulation	5, 7

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

Budgeted cost: £ *5000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group daily maths catch up programme will be delivered	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2
1:1 reading for children who are at risk of not meeting ARE at the end of the year	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk)	1,2
Small group daily phonics interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1

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

Budgeted cost: £ *2000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide identified pupils with ELSA support to further develop their SEL.	EEF SEL report	3
Contingency fund for acute issues.	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
Provide access to curriculum linked trips, extra curricular opportunities and after school clubs	We believe that it is very important for all children to have the opportunity to attend school trips EEF report	2,3

Provide support for identified families to increase attendance from school staff (ELSA and Headteacher) working with county attendance team	Improving school attendance will lead to better outcomes for children	6

Total budgeted cost: £ *15,150*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Improved phonics test scores in KS1 and improved reading results, year on year, in KS2.	- % of all pupils passing phonics test will be at least in line with national data. All disadvantaged pupils will meet ARE. 0% (1/1 pupils) of disadvantaged pupils did not pass the phonics test in Year 1.. 57% of Year 1 passed the phonics, national data was 80.81%. This is equivalent to two pupils not passing. 100% of our Year 2 children passed the phonics test, compared to 90.9% nationally. - % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE. 90% of children achieved ARE in reading, the national score was 75%. 100% of disadvantaged pupils did meet ARE.
Improved maths attainment for disadvantaged pupils at the end of KS2.	- % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE. - 90% of pupils achieved ARE in KS2, national scores were 74%. - 100% (1/1 pupils) of disadvantaged pupils achieved ARE
Improved writing attainment for disadvantaged pupils at the end of KS2.	- % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE. - 80% of pupils achieved ARE, national scores were 72% - 100% (1/1) of pupils achieved ARE - Internal data and SATs data shows that based on prior attainment our disadvantaged pupils made above expected progress.
Improved oral language skills and vocabulary among disadvantaged pupils.	- All pupils will be able to explain what they are learning and how they are learning it. - There has been an improvement in oral language skills and vocabulary acquisition, further robust assessment of this area is needed.

Improved attendance for disadvantaged pupils	- All pupils will attend school at least 95% of the time. - Whole school attendance for the year was 94.2% (in line with national figure of 94.2%) - This year (2025) attendance is at 96.2% at the end of term 1, national is 95.3%. - Whole school attendance for disadvantaged was 89.7%, national was 92.9%.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.