Pupil premium strategy statement – Much Wenlock Primary School and Nursery

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	173
Proportion (%) of pupil premium eligible pupils	21.39%
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)**	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Carl Litchfield
Pupil premium lead	Carl Litchfield
Governor / Trustee lead	Mark Freathy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,450
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£46,450

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors are committed to meeting the pastoral, social and academic needs of all children within a caring and nurturing environment. As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils may need additional support.

Quality first teaching is at the heart of our approach, with all staff receiving appropriate CPD. 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. Our approach will be responsive to individual needs and we understand that disadvantaged children are not a homogeneous group who have similar needs and barriers.

As a school we also value the importance of parental engagement and we will strive to build strong and purposeful links between home and school. To ensure that we meet the needs of all pupils 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

• constantly monitor and evaluate the effectiveness of our provision

Challenges

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

Challenge number	Detail of challenge
1	Issues relating to parental engagement in school and learning, which may have a negative impact on progress and attainment.
2	Assessment data indicates that disadvantaged children's progress and attainment is lower than that of other children in key subjects.
3	Observations and assessments from EYFS indicate that children are starting school with poorly developed language skills including poor vocabulary leading to slower progress in reading

4	Assessment data indicates that disadvantaged children's progress and attainment in phonics is lower than other children by the end of KS1
5	Additional costs limit opportunities for extra-curricular activities and educational visits.

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
To close the gap in attainment between disadvantaged children and non-disadvantaged children in key subjects including phonics in KS1	Data from teacher assessment and KS1, KS2 assessments show the gap in English and Maths to be narrowing.
To improve oral and language skills for disadvantaged children	Observations from EYFS and KS1 to show children's speaking and listening skills to have improved. By the end of KS1, disadvantage children's phonics knowledge to be in line with other children.
All children to have access to a rich and varied extra-curricular activities and educational visits	The number of disadvantaged children taking part in extracurricular activities will be similar to other children.
To improve parental engagement with their child's learning	Parents/carers will be more actively engaged in their child's learning and know how to support them with homework tasks.

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: £19,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support in class.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic	2

Teaching Assistants to work with targeted children in class. Targeted CPD for TAs on supporting children	assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact. EEF – Small group tuition.	
Mastery of Maths CPD for staff English and Maths subject leaders release time to provide support for staff to ensure quality teaching impacts on all children Staff meetings for moderation and sharing best practice Targeted staff CPD on quality first teaching	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 The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF	2
Update training for new phonics scheme. Staff CPD on the teaching of phonics. • Focus on ensuring phonics teaching is consistent across phases. • Increase the range of good quality reading books linked to phonics scheme.	1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	2,3,4 5

CPD for the introduction of new reading approach in KS2 to improve comprehension. Purchase new class texts to use alongside new bespoke reading scheme – allowing teachers to give targeted QFT.	3. The teaching of reading in KS2 uses reciprocal reading strategies to support children to comprehend independently particularly the most disadvantaged - EEF - FFT Reciprocal Reading - trial | EEF Improving Literacy in Key Stage 2 | EEF	
Speaking and listening to be given a higher priority within the curriculum.	All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.	2,3,4

Targeted academic support

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster group Additional phonics booster groups for targeted children in KS1 and KS2 Headteacher / SENCO / Subject leader to closely monitor impact of interventions and adjust as necessary Phonics CPD for staff	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF.	2,3,4
Targeted children to receive additional 1-1 reading time. Reading ages to be monitored 2 Additional reading resources	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	2,3,4

provided to encourage love of reading and reading at home.		
After school maths booster groups	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	2,3,4
Targeted children to receive 1-1 maths intervention using new intervention resource (NumberStacks)	small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	
KS1 to take part in the NCETM mastering number KS1 and reception children have additional daily maths sessions.	NCETM – Mastery of number	2,3
CPD for staff – Speaking and Listening Staff in KS1 / EYFS to receive CPD on supporting children with speech and language delays	Early intervention is highly beneficial for individuals with speech, language and communication needs. Studies have found that the earlier an individual receives speech and language therapy, the better the Staff in KS1 / EYFS to receive CPD on supporting children with speech and language delays outcome regarding their speech, language and communication abilities.	2, 3
Additional adult support in the EYFS to increase speaking and listening opportunities. EYFS staff to update curriculum to allow for more Speaking and listening opportunities.	Language development at the age of 2 years predicts children's performance on entry to primary school. Children's understanding and use of vocabulary and their use of two or three word sentences at 2 years is very strongly associated with their performance on entering primary school. Research Report DFE-RR134	4,5

Wider strategies

Budgeted cost: £10,050

Activity	Evidence that supports this approach	Challenge number(s) addressed

Reading / phonic workshops for parents: EYFS to provide reading workshops for parents to model reading a story. School website to host videos demonstrating the correct pronunciation of phonemes Phonic scheme shared with parents, including actions. Purchase of additional reading books for children to take home	Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF	1
TA Mentor to support children and families. Mentor to be available to support children and families experiencing emotional difficulties. SEMH targeted 1:1 and small group work each afternoon to support children.	Social & emotional learning (or SEL) is an essential part of every child's education and it is widely recognised that a focus on emotional wellbeing and relationships is critical to children's ability to engage in learning.	1, 2 , 3

Total budgeted cost: £ 46,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

What the statutory data shows

Using published 2023–24 national measures, alongside DfE's disadvantaged split at KS2:

KS2 outcomes – disadvantaged vs non-disadvantaged

Measure	School Disad-vantage	Local Authority Non-disadvantaged	National Non-disad-vantaged
% Expected standard in Reading, Writing & Maths (RWM)	29%	64%	67%
% Higher standard in RWM	0%	8%	10%
Average scaled score – Reading	105	106	106
Average scaled score – Maths	100	104	106

- 29% of disadvantaged pupils achieved the expected standard in RWM, compared with 64% locally and 67% nationally (a gap of 35–38 percentage points).
- No disadvantaged pupils achieved the higher standard, compared with 8–10% of non-disadvantaged peers.
- Reading scaled scores (105) were close to national non-disadvantaged (106), reflecting improved comprehension outcomes following investment in reciprocal reading and targeted support.
- Maths scaled scores (100) were below both local (104) and national (106) non-disadvantaged, confirming persistent fluency and reasoning gaps.

Whole school statutory outcomes (all pupils):

- KS2 Reading: 86% at expected standard (above national 74%); average score 105.8.
- KS2 Writing (TA): 64% at expected (below national 72%).
- KS2 Maths: 76% at expected (broadly in line with national 73%); average score 103.3 (slightly below national).
- KS2 GPS: 59% at expected (well below national 72%); average score 100.2 vs 105.0.
- KS2 Science (TA): 93% at expected (above national 81%).
- Phonics Screening Check (Year 1): 62% vs national 80%.
- EYFS GLD: 53% vs national 68%.
- Multiplication Tables Check: 12% full marks vs 34% national.

Interpretation for disadvantaged pupils:

- Disadvantaged pupils' attainment is lowest in combined RWM, maths, phonics, and EYFS GLD.
- Reading outcomes show relative strength, with disadvantaged pupils approaching national averages, although gaps widen in writing and grammar.

- Progression from EYFS → KS1 → KS2 shows that weak language development and phonics attainment early on continue to suppress outcomes later, particularly in writing, spelling and maths reasoning.

Note: Covid-19 disruption during earlier schooling has had a disproportionate effect on disadvantaged pupils; gaps remain wider than for non-disadvantaged peers nationally.

Comparison with our non-disadvantaged pupils

Internal assessments confirm disadvantaged pupils trail their peers most significantly in:

- Early reading and phonics (EYFS–KS1)
- Writing and grammar (KS1–KS2)
- Maths reasoning and automatic recall (KS2, MTC)

The attainment gap is narrower in reading at KS2 and science outcomes, indicating that targeted interventions have had some impact. However, gaps in writing, GPS, and maths remain wide.

Evidence sources used

- Summative: KS2 SATs (Reading/Maths/GPS), TA for Writing/Science; PSC (Y1 and end-Y2); EYFSP; MTC.
- Formative: termly assessments, writing moderation, book looks, pupil conferencing.
- Wider: attendance and behaviour data, CPOMS safeguarding records, pastoral monitoring, and pupil voice.

Wider issues impacting disadvantaged pupils

- Attendance and punctuality: disadvantaged pupils had higher rates of absence and lateness, reducing access to learning.
- Language on entry: EYFS baselines highlight limited vocabulary and poor oracy skills, affecting phonics and comprehension.
- Parental engagement: take-up of reading workshops and homework support remains inconsistent.
- Access to enrichment: despite increased subsidy, barriers to participation in clubs/visits remain for some families.

Are we on track against our Intended Outcomes?

- Outcome 1: Narrow attainment gaps in core subjects (incl. phonics): Not on track. Gaps persist in RWM combined, phonics, and writing.
- Outcome 2: Improve oral language skills: Partially on track. Oracy teaching has improved classroom talk, but this has not yet translated into phonics/GLD gains.
- Outcome 3: Equal access to enrichment: Partially on track. Uptake improved, but some barriers remain.
- Outcome 4: Strengthen parental engagement: Mixed progress. Hands-on workshops were more effective, but hard-to-reach families remain disengaged.

What's working well

- KS2 Reading comprehension improved through reciprocal reading and targeted support.
- Science outcomes reflect strong sequencing and vocabulary teaching.
- Maths at EXS broadly in line with national.
- Pastoral and SEMH support improving attendance and readiness for some disadvantaged pupils.

What needs to change

- Phonics fidelity and consistency from EYFS to Y2.
- Writing and GPS interventions, including explicit teaching of transcription, grammar, and editing strategies.
- Maths greater depth and fluency — more reasoning and retrieval opportunities.
- Early language enrichment through EYFS curriculum and targeted SALT-informed provision.
- Parental engagement strategy with shorter, practical interventions (videos, drop-ins).
- Enrichment access tracking to ensure equality of opportunity.

Overall assessment of last year's strategy

The 2023–24 strategy delivered partial impact. Disadvantaged pupils benefitted from improvements in reading comprehension, science outcomes, and classroom routines, but gaps remain wide in phonics, early language, writing, GPS, and maths reasoning. These areas will be prioritised in the new plan, with stronger emphasis on early intervention, precision teaching, and systematic tracking of disadvantaged participation and outcomes.