Pupil premium strategy statement
Much Wenlock Primary School 2025/26

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
Number of pupils in school	166 (includes 14 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	15% (22 pupils). LAC 3% (4 pupils) 18% FSM (27 pupils), 1% Service (1pupil), 1% PLAC)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rachel Howell-James
Pupil premium lead	Rachel Howell-James
Governor / Trustee lead	Paul Astles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total 24/25 of £46,450 Total 25/26 of £38,955 £1,515 x 16 = £24, 240 £350 x 1 = £350 £2,5700 x 4 = £10,280 £2,570 x 1 = £2,570
Recovery premium funding allocation this academic year	£0

Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£46,450 based on 24/25 funding allocation.

Part A: Pupil premium strategy plan

Statement of intent

At Much Wenlock Primary School and Nursery, our vision of *"Unlocking potential – empowering every child to thrive"* sits at the heart of everything we do. We are committed to ensuring that every child, regardless of background or circumstance, has equitable access to the opportunities, experiences, and support they need to flourish both academically and personally.

Equity, community, and belonging are central to our approach. We believe that children do not all need the same — they need what is right for them. Through carefully targeted provision, we remove barriers and enable all pupils, including those who are disadvantaged, to thrive. Our aim is that every child feels a deep sense of belonging within our school community, knowing that they are valued, understood, and supported to achieve their very best.

We recognise the importance of community and partnership in ensuring that children succeed. Strong partnerships with parents, carers, and the wider community are central to our work and ensure that support for every child extends beyond the classroom. Together, we create a nurturing environment in which children feel safe, connected, and motivated to learn.

We aim to diminish the attainment gap by addressing each child's individual needs through a blend of high-quality teaching, academic tuition, and nurturing relationships. We focus on removing obstacles to learning and promoting wellbeing so that all pupils are ready to learn, engaged, and proud of their achievements.

Through our RADY (Raising Attainment for Disadvantaged Youngsters) approach, we set ambitious targets for all disadvantaged pupils to ensure high expectations, equitable challenge, and accelerated progress. We believe in potential without limits — that every child can achieve excellence with the right support, guidance, and belief.

Our Pupil Premium strategy is built upon both academic and enrichment opportunities that unlock potential, strengthen community, and raise aspirations. This includes:

- High-quality teaching, targeted intervention, and academic tuition to ensure pupils make strong progress in reading, writing, and maths.
- Access to our nurture provision to support emotional literacy, self-regulation, and wellbeing.
- Early Help Coffee Mornings and strong partnerships with families to provide support, advice, and early intervention.
- Free breakfast and after-school club places to promote attendance, punctuality, and readiness to learn.
- Free clubs, enrichment activities, and residential trips to ensure no child misses out on the wider experiences that build confidence, friendships, and belonging.
- Funded music tuition to nurture creativity and open doors to new passions and achievements.
- The Wenlock Passport, which celebrates personal growth, resilience, belonging, and participation in a broad range of cultural and community experiences.

- Super Strengths, where we identify and match each child's individual talents to targeted opportunities so every child experiences success and recognition.
- Representation on all ambassador roles and school councils, ensuring every pupil premium child has a voice, influence, and a sense of pride in contributing to school life.
- An adult champion for every pupil premium child, whose role is to encourage, challenge, and connect them with opportunities, ensuring each child feels seen, heard, and supported to thrive.

Our commitment is to every child's success — academically, socially, and emotionally. Through purposeful teaching, rich opportunities, and strong partnerships with our parents and community, we ensure that disadvantage is never a barrier to achievement, aspiration, or belonging.

At Much Wenlock, every child is known, valued, and supported to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Low academic attainment in Reading, Writing and Maths in Key Stage 1, linked to underdeveloped early speech, language and communication skills.
2	School attendance and punctuality are barriers to learning for a number of pupils eligible for PPG, reducing access to consistent teaching and learning time.
3	Low self-esteem and confidence act as barriers to engagement and resilience for a small number of pupils in Key Stages 1 and 2.
4	Attainment at the higher standard in Key Stage 1 is lower for disadvantaged pupils, indicating the need to provide greater challenge, enrichment, and ambition from the earliest stages.
5	Limited access to wider experiences and cultural capital means some disadvantaged pupils have fewer opportunities to develop interests, aspirations, and connections beyond school, which can affect vocabulary development, social confidence, and engagement with learning.
6	Healthy diet and lifestyle are barriers for a small number of pupils, impacting concentration, readiness to learn, and overall wellbeing.

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
A narrowing of the attainment gap in reading in Key Stage 1 by 10%, with uplifted aspirational targets raised by at least 5% for all PP Children.	Pupils eligible for Pupil Premium achieve in line with their peers and at or above national average in reading. ELSEC and *Talk Boost* interventions evidence improved communication and vocabulary, supporting reading fluency and comprehension.
A narrowing of the attainment gap in writing in Key Stage 1 by 20%, with uplifted aspirational targets raised by at least 5%.	Pupils eligible for Pupil Premium achieve in line with their peers and meet or exceed expected standards in writing. Evidence in books shows pupils applying feedforward towards class and individual targets through the *Beautiful Writing Process*.
A narrowing of the attainment gap in mathematics in Key Stage 1 by 20%, with uplifted aspirational targets raised by at least 5%.	Pupils eligible for Pupil Premium achieve in line with their peers and meet or exceed expected standards in maths. Pupils demonstrate improved fluency and reasoning through daily formative assessment and adaptive teaching.
Uplifted aspirational targets for core curriculum areas raised by at least 5%.	Pupils achieve expected or better with the aim of fulfilling their potential, however aspirational targets set to fulfil or exceed potential.
Pupils feel confident, valued and ready to learn, demonstrating resilience and self-belief.	Pupil voice surveys and class observations show improved confidence and engagement. Pupils apply growth mindset strategies and work independently, supported by their adult champion.
Pupils attend school consistently, enabling sustained progress and engagement.	Pupils eligible for Pupil Premium attend school at least 96% of the time. Persistent absence reduces year on year through targeted nurture and family support.
Pupils understand and apply healthy lifestyle choices**,** enabling them to be ready to learn each day.	Pupils access breakfast and after-school provision. Pupil and parent feedback show improved routines, concentration and readiness to learn.
Pupils access and engage with a broad range of enrichment opportunities through the *Wenlock Passport*, *Super Strengths*, and *Ambassador Programme*.	100% of pupils eligible for Pupil Premium participate in at least one enrichment club, trip, or leadership opportunity each term, and achieve at least one experience from the Super Strengths list. Pupil voice reflects improved aspiration, belonging, and pride in school life.

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of ELSEC (Early Language Support for Every Child) EYFS and KS1 and Talk Boost across KS2	National ELSEC pilot (NHS England & DfE) supports early identification and intervention for speech, language and communication needs. EEF: *Oral Language Interventions* (+6 months progress).	1
Whole-school training on Emotion Coaching, with three staff trained in Nurture UK approaches	EEF: Social and Emotional Learning (+4 months progress). Emotion Coaching builds emotional literacy, trust and connection across the whole school, supporting behaviour, resilience and readiness to learn. Nurture UK-trained staff provide targeted intervention and model practice for colleagues.	3, 6
RADY Project with Challenging Education	*Raising the Attainment of Disadvantaged Youngsters (RADY)* promotes equity and high aspiration through uplifted targets and accountability for progress in attainment, attendance, and enrichment. Pupil progress meetings with RADY champion ensure consistent monitoring and support.	1, 2, 3, 4, 5
CPD for whole-school staff (including supply and cover costs for TAs)	DfE: *Standard for Teachers' Professional Development* (2016). Sustained, high-quality CPD leads to improved pedagogy, consistency, and retention. CPD is focused on adaptive teaching, formative assessment, and inclusion.	1, 3, 4
Academy conference, November 2025.	Whole-staff conference led by *The 3–18 Education Trust* with workshops on reading, RADY, Emotion Coaching, PACE, mental health, SEND, IT, and wellbeing. Provides evidence-based professional development across the full curriculum.	1, 3, 4, 5, 6
Embedding the Much Wenlock 'Beautiful Writing Process' through CPD and coaching	School-based evidence (KS2 2025 outcomes) demonstrates improved writing attainment and independence through structured modelling, feedback, and re-drafting.	1, 3, 4

Recruitment and retention of skilled teachers and HLTAs to sustain quality-first teaching	DfE: Improving Teacher Retention (2022). Skilled and stable staffing ensures consistency, relationships, and high-quality teaching across the school.	1, 2, 3, 4
Curriculum team (Subject Champions) release time for collaboration, planning and consistency across subjects	DfE: Standard for Teachers' Professional Development (2016). Joint planning and reflection lead to coherent, equitable curriculum delivery and raised expectations.	1, 3, 4, 5
Targeted CPD on feedback, formative assessment and adaptive teaching for teachers and TAs	EEF: *Feedback* (+6 months) and *Teacher Professional Development* (2021). Training ensures feedback is specific, timely and actionable, improving outcomes for all pupils.	1, 3, 4
Ongoing CPD on metacognition, self-regulation and growth mindset to promote pupil independence	EEF: Metacognition and Self-Regulation (+7 months progress). Embedding metacognitive strategies improves independence and confidence for all learners.	3, 4

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

Budgeted cost: £14,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Reading (15 minutes per day with a TA)	1:1 reading ensures regular fluency practice, comprehension development, and language acquisition. EEF: *Reading Comprehension Strategies* (+6 months progress). Daily practice promotes reading for pleasure and supports writing through improved vocabulary and sentence awareness.	1, 3, 4
ELSEC (Early Language Support for Every Child) and *Talk Boost* interventions	National *ELSEC* pilot (NHS England & DfE) supports early identification and intervention for speech, language and communication needs. EEF: *Oral*	1

	Language Interventions (+6 months).	
Targeted intervention groups led by Zoe Crooke	Highly skilled teacher delivers weekly Reading, Writing, and Maths interventions, rotating termly based on pupil need. Focuses on closing gaps for those below expected and extending those towards greater depth. EEF: *Small Group Tuition* (+4 months). Personalised teaching accelerates progress and raises attainment.	1, 3, 4
Weekly writing club with Gemma Beddow	Targeted after-school writing enrichment for identified Pupil Premium pupils. Supports confidence, vocabulary, and enjoyment of writing through engaging, scaffolded tasks. EEF: *Feedback* (+6 months).	1, 3, 4, 5
Weekly small group maths tutoring with Gemma Beddow	Targeted tutoring for KS2 pupils focusing on maths fluency, reasoning and confidence in preparation for secondary transition. EEF: *Small Group Tuition* (+4 months); *Mastery Learning* (+5 months).	1, 3, 4
Precision teaching and pre-/post-teaching for identified pupils	EEF: *Individualised Instruction* (+3 months). Short, focused sessions improve retention, confidence, and fluency for pupils requiring additional support.	1, 3, 4
1:1 conferencing and feedback for writing within the *Beautiful Writing Process*	EEF: *Feedback* (+6 months). Real-time feedback supports pupils to edit, improve, and understand success criteria. Builds independence and deepens understanding of grammar and composition.	1, 3, 4
Adult 'Champions' for all Pupil Premium pupils	Internal evidence shows that every disadvantaged pupil having a trusted adult advocate leads to improved confidence, attendance, and engagement with learning. Aligns with *RADY* principles of aspiration and belonging.	2, 3, 5
Nurture and Emotion Coaching sessions to support readiness to learn	EEF: *Social and Emotional Learning* (+4 months). Nurture UK research shows improved focus and self-regulation when emotional	2, 3, 6

	needs are addressed alongside academic ones.	
After-school and breakfast club provision to support routines, attendance, and readiness to learn	EEF: *Extending School Time* (+3 months). Consistent routines and a calm start improve attendance, punctuality, and focus.	2, 6
Use of diagnostic assessments to identify and track gaps in learning	EEF: *Assessment and Feedback Guidance Report* (2021). Regular assessment identifies misconceptions early and informs targeted intervention planning.	1, 4

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

Budgeted cost: £11,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support with Karen Hart and Lauren Jukes (8 hours per adult, 16 hours total – funded from main PPG budget)	Nurture UK research and EEF: Social and Emotional Learning (+4 months). Targeted nurture sessions in the morning and afternoon provide emotional regulation, resilience, and improved attendance. Internal evidence shows direct impact on engagement and readiness to learn.	2, 3, 6
Breakfast Club places and in-class snack provision breakfast club; food in class)	EEF: Extending School Time (+3 months). Providing breakfast and healthy snacks improves concentration, readiness to learn, and attendance. Daily snacks also support healthy eating habits and wellbeing.	2, 6
Music tuition offered for all Pupil Premium eligible pupils	DfE: Cultural Education Plan (2023). Access to music tuition builds confidence, concentration, and a sense of achievement. Supports cultural capital and inclusion within enrichment and performance opportunities.	3, 4, 5

Attendance incentives, rewards, and recognition	DfE: Improving School Attendance Guidance (2022). Weekly recognition awards celebrate success and promote belonging. One PPG child per class is identified weekly for a positive recognition award, with shared class rewards. Attendance and behaviour lead receives fortnightly release time and Inclusive Attendance training.	2, 3
RADY project (costs accounted for in Teaching section)	Raising the Attainment of Disadvantaged Youngsters (RADY) supports aspirational target setting, attendance improvement, and inclusion in enrichment. Families receive attendance support and targeted interventions.	1, 2, 3, 4
After-school club places offered to all Pupil Premium eligible pupils	EEF: Extending School Time (+3 months). Access to free or subsidised after-school clubs supports attendance, inclusion, enrichment, and belonging. Pupils engage with creative, academic, and physical activities linked to the Wenlock Passport.	2, 3, 5
Early Help Coffee Mornings and family support sessions	DfE: Working Together to Improve School Attendance (2022). Builds strong community and parental partnerships, improves engagement, and provides early intervention for families.	2, 3, 5, 6
Implementation of the Wenlock Passport and Super Strengths framework	Internal evidence shows increased motivation, attendance, and engagement when pupils track achievements and experiences. Ensures every pupil achieves at least one Super Strengths experience each term.	3, 4, 5
Pupil Premium representation on all ambassador and leadership roles	EEF: Social and Emotional Learning (+4 months). Representation promotes equity, belonging, and aspiration for all pupils.	3, 5
Community and parental partnership initiatives (e.g. family workshops, shared reading events, community projects)	DfE: Engaging Parents in Raising Achievement (2016). Strengthens relationships between school and families, improving trust and engagement.	2, 3, 5

Healthy lifestyles education and opportunities through PSHE, PE and nurture provision	DfE: School Food Standards and EEF: Healthy Eating Interventions in Schools. Teaching about healthy living improves concentration, energy, and readiness to learn.	6
Celebration and belonging initiatives (Golden Quill, Golden Paintbrush, House System, attendance awards)	School-based evidence shows that consistent celebration of effort and excellence strengthens pride, belonging, and motivation. Aligns with The WRENS values and school vision: Unlocking potential – empowering every child to thrive.	3, 5

Total budgeted cost: £38,995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Further analysis from 24/25 via the link Headline attainment data Much Wenlock 24 25 (1)1.docx

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

What the statutory data shows

Early Years Foundation Stage
There were no disadvantaged pupils in the Reception cohort in 2024–25; therefore no PP-specific EYFS outcome analysis is required for this year.

Phonics Screening Check
75% of disadvantaged pupils passed, in line with the 75% pass rate for non-disadvantaged pupils. This indicates that early reading interventions, systematic phonics teaching and additional reading practice were effective in preventing a disadvantage gap at this stage.

Key Stage 1 outcomes (Year 2 optional SATs)

Reading
PP: 29% at expected, 0% at greater depth
Non-PP: 65% at expected, 18% at greater depth

Writing
PP: 0% at expected, 0% at greater depth
Non-PP: 35% at expected, 18% at greater depth

Maths
PP: 0% at expected, 0% at greater depth
Non-PP: 47% at expected, 12% at greater depth

Combined (Reading, Writing and Maths)
PP meeting combined expected standard: 29%
Non-PP meeting combined expected standard: 53%

Summary (KS1)
Outcomes for disadvantaged pupils in Year 2 were significantly below those of non-disadvantaged pupils across all subjects. Barriers included lower attendance for several PP pupils, speech, language and communication needs, reduced reading fluency and vocabulary, lower resilience and confidence, and gaps in foundational knowledge. These findings reinforce the need for high-quality early reading, language intervention and continued focus on closing foundational learning gaps.

Key Stage 2 outcomes (Year 6 SATs)

Reading
PP: 60% at expected, 40% at greater depth
Non-PP: 39% at expected, 30% at greater depth

Writing (teacher assessment / GPS scaled score)
PP: 60% at expected, 20% at greater depth
Non-PP: 52% at expected, 13% at greater depth

Maths
PP: 80% at expected, 20% at greater depth
Non-PP: 52% at expected, 22% at greater depth

Combined (Reading, Writing and Maths)
PP achieving the expected standard in all three subjects: 100%
Non-PP achieving the expected standard in all three subjects: 57%

PP achieving greater depth in all three subjects: 20%
Non-PP achieving greater depth in all three subjects: 9%

Summary (KS2)
Disadvantaged pupils in Year 6 performed strongly across all subjects. All disadvantaged pupils achieved the expected standard in reading, writing/GPS and maths combined, compared with 57% of non-disadvantaged pupils, and a higher proportion of PP pupils reached the greater depth standard across all three subjects. This represents a significant success and indicates that, where teaching is strong, expectations are high and intervention is consistent, disadvantaged pupils can not only close the gap but exceed the outcomes of their peers.

While individual subject and combined attainment for disadvantaged pupils in Year 6 is a strength, some pupils' prior gaps and attendance patterns earlier in the key stage mean that progress over time remains an area to monitor closely for future cohorts.

Attendance and persistent absence

Overall attendance
PP attendance: 92.35%
Non-PP attendance: 95.73%
Gap: 3.38 percentage points

Persistent absence
PP persistent absence: 29.2%
Non-PP persistent absence: 9.2%
Gap: 20 percentage points

Summary (attendance)
Persistent absence remains a significant barrier for disadvantaged pupils, with nearly one in three PP pupils persistently absent, compared with one in ten non-PP pupils. This is a major contributing factor to lower attainment in KS1 and to historic gaps for some KS2 pupils. Despite this, individual pupils made improvements through increased pastoral support, Early Help, attendance incentives, free breakfast club access and structured nurture and wellbeing support.

Enrichment, cultural capital and wider opportunities

A key strength of the school's provision this year is that:

• 100% of disadvantaged pupils accessed at least five trips
• 100% attended at least one club

• 100% engaged in an additional enrichment opportunity (for example ambassador roles, competitions, music tuition, library and eco projects)

This has had a positive impact on confidence and belonging, social communication, aspiration and wellbeing, and on pupils' vocabulary and cultural capital. These outcomes show strong progress against the strategic aim to ensure equitable access to enrichment for all disadvantaged pupils.

Overall evaluation

Strengths:
• No gap in phonics outcomes between disadvantaged and non-disadvantaged pupils
• All disadvantaged pupils in Year 6 achieved the expected standard in reading, writing/GPS and maths combined, with a higher proportion at greater depth than non-disadvantaged pupils
• High engagement in enrichment and wider opportunities across the PP cohort
• Pastoral and nurture support having a measurable impact on engagement and wellbeing
• Increased confidence, participation and sense of belonging for disadvantaged pupils

Areas for development:
• Attendance and persistent absence remain the most significant barriers for disadvantaged pupils
• KS1 attainment for disadvantaged pupils, particularly in reading, writing and maths, is well below that of their peers and requires focused intervention
• Writing stamina, composition and transcription skills need consolidation across the school
• Early language, reading fluency and vocabulary gaps require sustained support from EYFS onwards
• Greater challenge and depth are needed for disadvantaged pupils in KS1 so that later KS2 success is not reliant on intensive intervention

These findings directly shape the priorities for the upcoming academic year and align with the school's identified challenges and tiered approaches in the new pupil premium strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk Boost	Speech and Language UK
1Decision	1decision.co.uk
Nurture UK Training	nurtureuk.org
Emotion Coaching	Virtual School