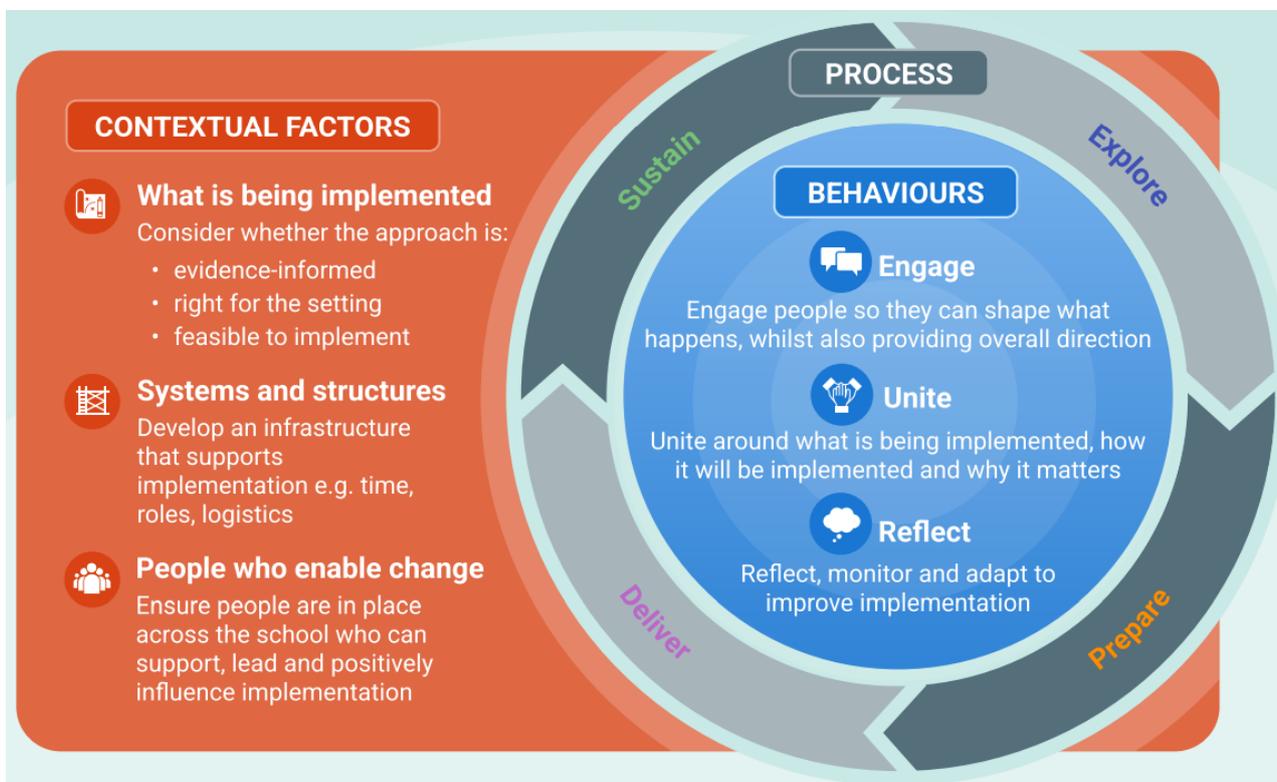


# Pupil Premium strategy statement – Widewell Primary



**2024-2027**



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic years) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Widewell Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	03.12.24
Date on which it will be reviewed	01.07.26
Statement authorised by	LGB
Pupil premium lead	Vicky Broughton
Governor / Trustee lead	Matt Cocking

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82 388
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£82 388</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Widewell Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the Academy.

We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, using robust diagnostic assessments, to ensure early action and intervening at the point of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding.

We recognise that Service children have their own unique needs and use the funding to support these effectively.

Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and maths.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential.

Funded interventions may include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies).

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Governors, pupils and their families, to support our strategy.

Pupil Premium pupils are 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><b>Low entry points Oral Language and Vocabulary:</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Nursery with low numbers of children working at age related expectations in Communication and Language on entry through to KS2 and in general, this is more prevalent among our disadvantaged pupils than their peers.</p> <p>GLD in Communication and Language – Listening and Attention in 2024 was 73% for all children and 67% for disadvantaged children. In 2025 this was 76% with no disadvantaged children in the cohort.</p> <p>GLD in Communication and Language – Speaking in 2024 was 73% for all children and 67% for disadvantaged children. In 2025 this was 79% with no disadvantaged children in the cohort.</p>
2	<p><b>Early Reading and Phonics:</b></p> <p>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.</p> <p>Y1 phonics screening data in 2024 was 80% compared to 83% for all children. Although this is only slightly below, this was achieved because 1 to 1 support for disadvantaged children who were assessed as being below ARE. We achieved 83% for all children in 2025 with 80% for disadvantaged.</p>
3	<p><b>Low entry points mathematics:</b></p> <p>Internal and external assessments indicate that mathematical attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry.</p> <p>GLD in Mathematics - Number in 2024 was 80% for all children and 67% for disadvantaged children. In 2025 this was 76% with no disadvantaged children in the cohort.</p> <p>GLD in Mathematics – Numerical patterns in 2024 was 80% for all children and 67% for disadvantaged children. In 2025 this was 72% with no disadvantaged children in the cohort.</p>
4	<p><b>Attendance:</b></p> <p>Our attendance data indicates that attendance among disadvantaged pupils is below national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>In 2023/24 our persistent absentee for disadvantaged children was 23.1% compared to 12.5% for all children.</p>

	For Service children, delays in school allocations due to mobility or parental deployment may impact attendance.
5	<p><b>Social, Emotional, Mental Health:</b></p> <p>Our wellbeing and safeguarding team have identified social and emotional issues for many pupils and their families, including service children. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased following the pandemic. 21% of pupil premium children currently require additional support with social and emotional or learning needs.</p> <p>For Service children, mobility and parental deployment may impact mental health and well-being.</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
<b>High quality teaching &amp; learning</b>	<p>Evidence informed effective teaching in the classroom will be refined and developed through a tailored and high quality CPD package, including NPQs, enabling the acceleration of progress towards ARE in Reading, Writing and Maths.</p> <p><b>Measure:</b>  <i>Staff pupil voice, evidence of CPD strategy and internal QA records</i>  <i>Termly NFER data</i>  <i>End of Key Stage performance data</i></p>
<b>High quality in school support and intervention</b>	<p>Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE in Reading, Writing and Maths.</p> <p><b>Measure:</b>  <i>Impact evidence from school led tutors, academic mentors, subject specialists and/or HLTAs</i>  <i>Termly NFER data</i>  <i>End of Key Stage performance data</i></p>
<b>To achieve high attendance for all pupils, particularly our disadvantaged pupils.</b>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5% (95% average attendance).</li> <li>The percentage of all pupils who are persistently absent being no more than 20%.</li> </ul>

## 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: £24258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptation of in class teaching capacity	Targeted academic support Teacher to target pupil's misconceptions in English and maths (pre and post teach opportunities/ 1:1 / small groups) EEF: Small Group Tuition +4	1, 2,3
Oral Language and Vocabulary	Targeted and Academic Support S&L Screening: EYFS (early identification and immediate action) Targeted Speech and Language support (Livewell). Key workers plan interventions and adapt personalised plans using the Speech and Language therapist's expertise. EEF: Early Years Communication and Language Approaches Intervention +6	1,2

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

Budgeted cost: £37550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group intervention	Targeted and Academic Support Additional staff target pupil's misconceptions in English and Maths (pre and post teach opportunities / 1:1 / small groups)	1,2,3,5

	EEF: Small Group Tuition +4	
TA Support	Targeted and Academic Support Additional staff target pupil's misconceptions in English and Maths (1:1 / small groups) EEF: Small Group Tuition +4	1,2,3,4,5

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

Budgeted cost: £41393

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion and Child Protection strategies</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
<i>Family support and liaison (CFSW)</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
<i>Educational Psychologist or other MAST specialist services</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
<i>Education Welfare Officer</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
<i>Residential and enrichment experiences</i>	Ensuring that all children have equal access to social and cultural capital opportunities.	1,2,4,5

**Total budgeted cost: £103201**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attendance data:

#### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	40	92.2%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	49	91.7%	92.0%	Close to average	Relative improvement	-
2022/23 (3 term)	52	91.0%	91.6%	Close to average	Relative decline	-

2018/19 (3 term)	40	94.0%	94.4%	Close to average	Not available	-
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Assessment data:

Assessment 2025	All cohort	Disadvantaged
GLD	67%	N/A (none in cohort)
Y1 Phonics	83%	100%
Y2 Phonics retake	50%	50%
MTC	Average score 21.3	Average score 20.4

KS2 data:

### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	38%	46%	Close to average (non-sig)	68%	-29	Not applicable	Not applicable
2025	7	57%	47%	Close to average (non-sig)	69%	-12	Narrowing	-
2024	9	44%	46%	Close to average (non-sig)	67%	-23	Narrowing	-
2023	10	20%	44%	Below (non-sig)	66%	-46	Not available	Low - Stability

### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	46%	62%	Below (non-sig)	80%	-33	Not applicable	Not applicable
2025	7	57%	63%	Close to average (non-sig)	81%	-24	No change	-
2024	9	56%	62%	Close to average (non-sig)	80%	-24	Narrowing	-
2023	10	30%	60%	Below (non-sig)	78%	-48	Not available	Low - Stability

### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	42%	59%	Below (non-sig)	78%	-35	Not applicable	Not applicable
2025	7	57%	59%	Close to average (non-sig)	78%	-21	Narrowing	-
2024	9	56%	58%	Close to average (non-sig)	78%	-22	Narrowing	-
2023	10	20%	58%	Below (sig-)	77%	-57	Not available	Low - Stability

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	46%	60%	Below (non-sig)	80%	-34	Not applicable	Not applicable
2025	7	57%	61%	Close to average (non-sig)	81%	-23	Narrowing	-
2024	9	44%	59%	Below (non-sig)	79%	-35	Narrowing	-
2023	10	40%	59%	Below (non-sig)	79%	-39	Not available	Low - Stability

### Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	38%	59%	Below (sig-)	78%	-40	Not applicable	Not applicable
2025	7	57%	60%	Close to average (non-sig)	79%	-22	Narrowing	-
2024	9	44%	59%	Below (non-sig)	78%	-34	Narrowing	-
2023	10	20%	59%	Below (sig-)	78%	-58	Not available	Low - Stability

## Disadvantaged pupils' performance gap

### Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	68%	-29 pp
2024/25	57%	69%	-12 pp
2023/24	44%	67%	-23 pp
2022/23	20%	66%	-46 pp

### Disadvantaged pupils reaching the expected standard in reading

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	80%	-33 pp
2024/25	57%	81%	-24 pp
2023/24	56%	80%	-24 pp
2022/23	30%	78%	-48 pp

### Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	78%	-35 pp
2024/25	57%	78%	-21 pp
2023/24	56%	78%	-22 pp
2022/23	20%	77%	-57 pp

### Disadvantaged pupils reaching the expected standard in maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	80%	-34 pp
2024/25	57%	81%	-23 pp
2023/24	44%	79%	-35 pp
2022/23	40%	79%	-39 pp

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read, Write Inc	Ruth Miskin
NELI	Nuffield

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service pupils attended MKC Heroes sessions weekly and took part in trips and special events.</p> <p>Service children are supported by ELSA and TISUK trained staff when needed.</p> <p>PSA support for children and their families.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service pupils start to build a network of friends who have similar family backgrounds, which is important for their sense of belonging and identity at Widewell.</p> <p>Pupil's emotional needs can be met in a well informed and timely manner as we have trained staff to support when needed.</p> <p>When a parent is on deployment, children and their families are supported socially and emotionally.</p>