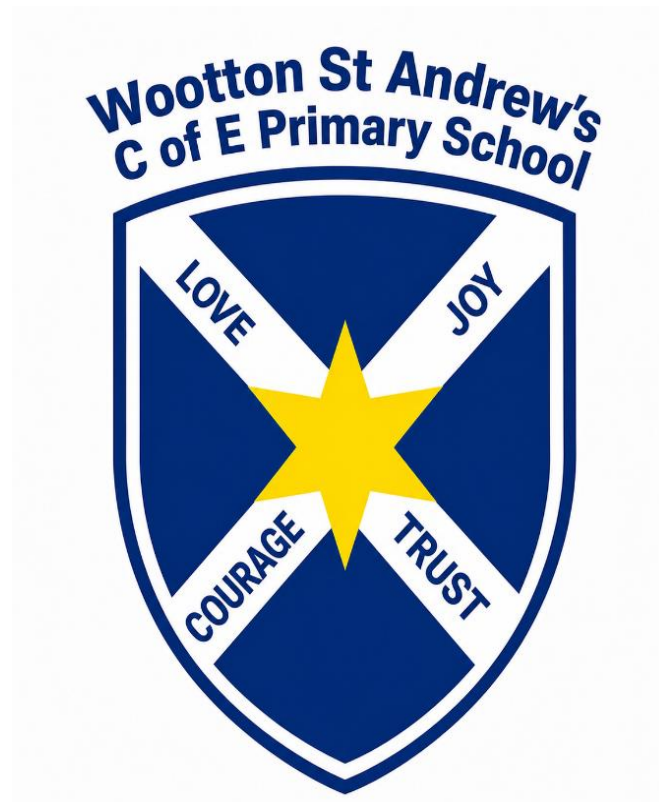


Wootton St Andrew's Church of England (VA) Primary School

Rooted in The Wootton Way: Journeying Together



Pupil Premium Strategy Statement

December 2025-December 2028

Prepared by Mrs M Radge

Wootton St Andrew's Church of England (VA) Primary School Pupil premium strategy statement 2025-2028

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	58
Proportion (%) of pupil premium eligible pupils	12%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Headteacher Mrs Radge Finance Committee
Pupil premium lead	Headteacher Mrs Radge
Governor	Foundation Governor Mrs Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£9090

Part A: Pupil premium strategy plan

Statement of intent

1 Rooted in The Wootton Way: Journeying Together

2 At Wootton St Andrew's Church of England VA Primary School, we walk in the light of Love, Joy, Courage and Trust, the Christian values of the Wootton Way. Together, we learn and shine as we discover new things and become the best we can be. With our families, the Church and our community, we make school a safe, happy and caring place where everyone is valued. Inspired by St Andrew, we aim to be a light for others, showing kindness, resilience, bravery and hope as unique citizens who make the world a brighter place.

3 At Wootton St Andrew's, we believe that every child's Journey in the Wootton Way should be aspirational, inclusive and equitable, irrespective of background or the challenges they may face. Our ultimate objective for pupils eligible for Pupil Premium funding is that they make good progress from their individual starting points and achieve their full potential in all areas of the curriculum, while also developing strong mental health, emotional well-being and resilience as learners. We want all pupils to leave our school confident, motivated and ready for the next stage of their education and life beyond Wootton.

4 Our Pupil Premium strategy is designed to support disadvantaged pupils throughout their educational journey by recognising and responding to a wide and varied range of barriers to learning. We acknowledge that there is no one-size-fits-all approach to disadvantage. Common barriers may include reduced support at home, weak phonics and early reading fluency, limited language development, low confidence and self-esteem, social and emotional difficulties, attendance and punctuality concerns, and the wider impact of family deprivation. Our strategy aims to remove these barriers through a carefully targeted and strategic use of funding.

5 High-quality teaching remains the foundation of our approach, supported by targeted academic interventions, strong pastoral care and inclusive enrichment opportunities. Through this, we demonstrate *love* by understanding and responding to individual needs, promote *joy* by ensuring access to a broad and enriching curriculum, encourage *courage* by building independence, resilience and aspiration, and foster *trust* through strong relationships with pupils, families and staff.

6 At Wootton St Andrew's, pupils are accurately assessed and closely monitored to ensure that provision is responsive and effective. We recognise that not all pupils who receive Free School Meals are socially disadvantaged, and equally, that not all socially disadvantaged pupils are eligible for or registered for Free School Meals. Pupil Premium funding is therefore allocated following a detailed needs analysis, identifying

priority classes, groups or individuals requiring additional support. Where appropriate, funding may be used to support pupils who do not meet the funding criteria but whom the school has identified as socially disadvantaged.

7 In addition, we utilise the Lincolnshire Diocese Bishop's Ready to School Fund to support families throughout their child's time at school where additional need is identified. This reinforces our commitment to supporting the whole child and family, ensuring barriers are addressed early and compassionately.

8 The range of provision supported by Pupil Premium funding includes smaller teaching groups, targeted small-group and 1:1 interventions, enhanced pastoral support, and additional staff release time to ensure high-quality planning, assessment and review. All strategies are evidence-informed and regularly evaluated to ensure they provide maximum impact.

9 Through termly pupil progress meetings, all teaching staff are actively involved in the collection and analysis of data so that needs are identified early and support is swiftly put in place. Staff are fully aware of who the disadvantaged pupils are and prioritise the development of strong, trusting relationships with pupils and their families.

10 While this strategy is targeted at addressing disadvantage, our aim is that the approaches and improvements implemented benefit all pupils across the school, leading to consistently high-quality provision and equitable educational outcomes. Through this strategic and values-led approach, we ensure that every child is empowered to thrive and succeed as they journey together in the Wootton Way.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in Maths: Disadvantaged pupils enter and progress through the school with lower attainment in mathematics compared to their peers, limiting their ability to access age-related learning and apply mathematical reasoning confidently.
2	Low attainment in reading: Disadvantaged pupils demonstrate lower reading attainment, including decoding, fluency and comprehension, which impacts their ability to access the wider curriculum.
3	Low Level Behaviour: Some disadvantaged pupils display behavioural difficulties that negatively affect their learning, relationships and engagement with school life.

4	Poor language and communication skills: Some disadvantaged pupils have delayed language development and limited vocabulary, which affects communication, understanding of instructions and progress across the curriculum.
5	Emotional needs impacting learning: Some disadvantaged pupils experience emotional and social difficulties that affect well-being, resilience and readiness to learn.

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
Disadvantaged pupils make strong progress in mathematics, narrowing the attainment gap and demonstrating confidence and accuracy in mathematical skills and problem-solving.	Increased proportion of disadvantaged pupils achieving age-related expectations in maths Gaps between disadvantaged pupils and non-disadvantaged peers reduced across year groups Improved outcomes in internal assessments and statutory tests Pupil voice reflects increased confidence and positive attitudes towards maths
Disadvantaged pupils develop strong reading skills, enabling them to read fluently, comprehend texts effectively and engage fully with learning across all subjects.	Increased number of disadvantaged pupils reading at or above age-related expectations Improved phonics, fluency and comprehension assessment outcomes Greater engagement with reading for pleasure Improved access to and outcomes across the wider curriculum
Disadvantaged pupils demonstrate positive behaviour for learning, enabling them to access teaching consistently and develop strong relationships within the school community.	Reduction in behaviour incidents involving disadvantaged pupils Improved engagement in lessons and learning time

	Positive feedback from staff, pupils and parents
Disadvantaged pupils develop age-appropriate language and communication skills, allowing them to articulate ideas clearly and access learning confidently.	Improved outcomes in language and communication assessments Increased use of subject-specific and ambitious vocabulary Improved confidence in speaking and listening activities Evidence of language development seen in written and oral work
Disadvantaged pupils demonstrate improved emotional well-being, self-regulation and resilience, enabling them to engage positively in learning and school life.	Improved emotional regulation and resilience observed in pupils Reduction in emotional-based incidents or disengagement Pupil voice indicates pupils feel safe, supported and valued

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
Investment and implementation of Power Maths Whole-school implementation of Power Maths to ensure a consistent, mastery-	EEF Teaching and Learning Toolkit – Mastery Learning (+5 months) EEF – Improving Mathematics in Primary Schools guidance Wootton Way values: Courage to tackle challenge, Trust in	1 and 3

based approach to mathematics teaching. Staff receive ongoing training to develop confidence in modelling, representation and reasoning, ensuring lessons meet the needs of disadvantaged pupils through quality-first teaching.	consistent approaches, Joy in successful learning	
Strengthening early reading and fluency through Little Wandle Continued investment in Little Wandle phonics and fluency approach, including the purchase of additional KS2 fluency books. Targeted fluency groups are delivered by trained staff to address decoding, accuracy and comprehension gaps.	EEF – Phonics (+5 months) DfE – Reading Framework EEF – Improving Literacy in KS2 Wootton Way values: Love through meeting individual needs, Joy in reading success	2 and 4
Quality first teaching with inclusive classroom strategies Teachers embed adaptive teaching strategies including scaffolding, explicit vocabulary instruction, modelling, and structured talk. Lessons are designed to support disadvantaged pupils while maintaining high expectations for all.	EEF – <i>Quality First Teaching</i> EEF – <i>Cognitive Science approaches</i> EEF – <i>Metacognition and Self-Regulation</i> (+7 months) Wootton Way values: <i>Trust and Courage</i> through high expectations and supportive practice	1,2,3,4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Maths Intervention groups	EEF – Small Group Tuition (+4 months)	1

Small-group maths interventions delivered by trained staff to address gaps in number, fluency and reasoning. Interventions are short, focused and reviewed regularly.	Wootton Way values: <i>Love</i> through tailored support, <i>Courage</i> in overcoming gaps	
Targeted reading and fluency groups in KS2 Additional staff member employed to deliver targeted KS2 reading fluency groups using Little Wandle resources. Focus on pace, expression, accuracy and comprehension.	EEF / DfE evidence: EEF – Reading Fluency EEF – Small Group Tuition Wootton Way values: Joy in reading, Trust in relationships	2 and 4
Purchase and use of WellComm Language Assessment Implementation of the <i>WellComm Language Assessment Toolkit</i> to identify speech, language and communication needs early. Outcomes inform targeted interventions and classroom strategies.	EEF – Oral Language Interventions (+6 months) DfE – Early Language Development Wootton Way values: Love through early identification, Trust in evidence-led support	2 and 5
1:1 and small group emotional and pastoral support Targeted emotional literacy, mentoring and regulation support for identified pupils to improve readiness to learn and emotional resilience.	EEF – Social and Emotional Learning (+4 months) EEF – Behaviour Interventions Wootton Way values: Love, Courage and Trust	3 and 5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raised profile of disadvantaged pupils Disadvantaged pupils are a standing focus in staff meetings, pupil progress reviews and planning discussions. Staff are fully aware of who disadvantaged pupils are and take responsibility for their progress and wellbeing.	EEF – Implementation Guidance DfE – Using Pupil Premium Effectively Wootton Way values: <i>Trust and Love</i>	1, 2, 3, 4, 5
Improved tracking and early identification Regular pupil progress meetings ensure early identification of academic, emotional and attendance-related concerns. Support is swiftly put in place and reviewed.	EEF – Assessing and Monitoring Pupil Progress Wootton Way values: Courage to act early, Trust in shared responsibility	1, 2, 3, 4, 5
INSIGHT investment for data analysis Use of INSIGHT to support accurate tracking, analysis and reporting of disadvantaged pupils' progress, enabling informed decision-making.	EEF – Using Data to Improve Learning Wootton Way values: Courage to act early, Trust in shared responsibility	1, 2, 3, 4, 5
Seesaw for improved parental engagement Investment in Seesaw to strengthen communication between school and home, support parental	EEF – Parental Engagement (+3 months) Wootton Way values: Trust and Love through partnership	3, 4, 5

engagement and share learning more effectively.		
Use of Bishop's Ready to School Fund The Lincolnshire Diocese Bishop's Ready to School Fund is used to support families where additional need is identified, ensuring equity and early intervention across the school.	DfE – Supporting Disadvantaged Pupils Wootton Way values: Love, Hope and Trust	3, 5

Total budgeted cost: £ 9090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching	
Further resourcing of DFE validated systematic synthetic program and further training for all staff– Little Wandle SEND/Catch up Fully training new member of staff and continued CPD for key staff	Little Wandle resources were purchased and implemented with staff training when needed.
Planning support for all key staff with curriculum leads – enhancement of teaching and curriculum	Key teaching staff received planning support
Purchase of standardised tests (Rising Stars) CPD for usage and interpretation	Rising Stars allowed for consistent tracking
Review budget to ensure maximum human resourcing is in place ensuring intervention support is as effective as possible	Intervention support took place for 30 minutes each morning
Appointed SENDco to access to have non-contact time to support additional needs with disadvantaged pupils	The SENDCo was allocated non-contact time
Targeted	
Using TAs to carry out Little Wandle and interventions for maths, reading fluency and comprehension Using TAs to develop speaking and listening skills and extending vocabulary	30 minutes each morning was allocated to interventions.
Increased teacher hours and modified TA support to enhance targeted support	As above
Wider Strategies	

Extracurricular activities and cultural capital experiences promoted and offered to all Reduction in cost in activities offered to disadvantaged pupils Outdoor learning and residential trips promoted All pupils to access correct uniform for all activities Purchase of resources to emotionally assist pupils in class	A reduction in costings were offered to disadvantaged pupils.
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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
Little Wandle	Wandle Learning Trust

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

We current have no service pupil premium funding
The impact of that spending on service pupil premium eligible pupils
N/A