

Pupil premium strategy statement – Waddington and West Bradford 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	204 (including pre-school)
Proportion (%) of pupil premium eligible pupils	Pupil Premium – 11 children (6%) Previously Looked after – 2 (1%) Service – 1 (0.5%)
Academic year/years that our current pupil premium strategy plan covers – THIS IS A NEWLY WRITTEN PLAN FOR 2026-2027	<u>2026-2027</u> 2027-2028 2028-2029
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Sarah White
Pupil premium lead	Sam Stell
Governor / Trustee lead	Sam Tyrer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,790
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>	£22,790

Part A: Pupil premium strategy plan

Statement of intent

At Waddington and West Bradford CE Primary School, the number of pupils eligible for Pupil Premium funding is still small despite the number of pupils increasing from 5 pupils to 11 pupils in September 2026. While it is small, we continue to recognise that every child has unique strengths, barriers and circumstances, and we are committed to ensuring that disadvantage is never a barrier to achievement, participation or future success.

Our Ultimate Objectives for Disadvantaged Pupils

Our aim is that all disadvantaged pupils:

- Achieve outcomes that are at least in line with, and where possible exceed, those of their peers nationally.
- Develop the knowledge, skills and confidence needed to flourish academically, socially and emotionally.
- Attend school regularly and engage fully in school life.
- Have access to the same rich curriculum, opportunities and experiences as their peers.
- Develop resilience, independence and positive attitudes towards learning.
- Leave our school well prepared for the next stage of their education and future life opportunities.

We believe that every child can succeed and that high aspirations, excellent teaching and strong pastoral support are essential in securing positive outcomes.

How Our Current Pupil Premium Strategy Works Towards These Objectives

Our strategy is designed around a clear understanding of individual need. As numbers are small, we are able to know each pupil and family well and provide highly personalised support where required.

Our strategy includes:

- Ensuring all disadvantaged pupils access high-quality teaching in every classroom through strong curriculum planning, adaptive teaching and effective assessment.

- Identifying barriers to learning early and providing targeted interventions where needed, including academic, social, emotional and pastoral support.
- Supporting attendance and engagement through close partnership with families.
- Providing additional support for pupils' wellbeing and mental health to ensure they are ready to learn.
- Reducing financial barriers that may prevent pupils from accessing educational visits, enrichment opportunities, clubs, music tuition or wider curriculum experiences.
- Monitoring the progress and attainment of disadvantaged pupils regularly so that support can be adjusted quickly and effectively.

Key Principles of Our Strategy Plan

Our strategy is underpinned by the following principles:

High Expectations for All

We believe disadvantage should never determine outcomes. All staff maintain ambitious expectations for every pupil and promote a culture of success.

Quality First Teaching

The greatest impact on pupil outcomes comes from consistently high-quality classroom teaching. This remains the cornerstone of our strategy.

Early Identification and Intervention

Potential barriers are identified early and appropriate support is implemented promptly to prevent gaps from widening.

Personalised Support

With a small disadvantaged cohort, support is tailored to individual needs rather than applying a one-size-fits-all approach.

Inclusion and Equity

Every pupil should have equitable access to learning opportunities, enrichment activities and wider school experiences.

Strong Relationships

Positive relationships with pupils and families are fundamental to securing attendance, engagement and successful outcomes.

Evidence-Informed Practice

Decisions about spending and provision are informed by evidence of what makes the greatest difference to disadvantaged pupils.

Whole-Child Approach

We recognise that academic progress, wellbeing, attendance, confidence and personal development are closely linked and must be addressed together.

Challenges

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

Challenge number	Detail of challenge
1	Lower Starting Points in Some Areas of Learning Some disadvantaged pupils enter school with gaps in vocabulary, language development, communication skills or early learning experiences, which can impact their progress across the curriculum if not addressed promptly.
2	Reduced Access to Wider Opportunities Although many pupils live in a relatively affluent rural area, some disadvantaged families experience financial pressures that limit access to extracurricular activities, educational visits, music tuition, sporting opportunities or cultural experiences, potentially affecting pupils' confidence, aspirations and cultural capital.
3	Social, Emotional and Mental Health Needs Some pupils may require additional support to develop resilience, self-esteem, emotional regulation or positive learning behaviours. This can be particularly relevant for Post-Looked-After Children who may have experienced adverse childhood experiences or disrupted attachments.

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
1. Disadvantaged pupils achieve well across the curriculum, with attainment and progress that is at least in line with national expectations and increasingly comparable to their non-disadvantaged peers.	The majority of disadvantaged pupils achieve age-related expectations in reading, writing and mathematics. Disadvantaged pupils make at least expected progress from their individual starting points. High-attaining disadvantaged pupils are supported to achieve greater depth where appropriate.
2. Disadvantaged pupils attend school regularly and are fully engaged in learning.	Attendance for disadvantaged pupils is at least in line with national averages.

	Persistent absence among disadvantaged pupils is reduced and remains low. Pupils demonstrate positive attitudes towards learning and participate fully in school life.
3. Disadvantaged pupils demonstrate positive wellbeing, resilience and confidence, enabling them to engage successfully with learning and wider school experiences.	Pupils report feeling safe, valued and supported. Pupils demonstrate increasing independence and resilience when facing challenges. Identified social, emotional and mental health needs are addressed effectively through targeted support. Behaviour and engagement remain positive.
4. Disadvantaged pupils access the same breadth of opportunities as their peers and develop the cultural capital needed for future success.	All disadvantaged pupils participate in educational visits and curriculum enrichment opportunities. Financial barriers do not prevent participation in clubs, residential experiences or wider curriculum activities. Pupils can discuss a range of experiences that broaden their understanding of the world beyond their immediate community.
5. Barriers to learning are identified quickly and addressed through effective intervention and personalised support.	Individual barriers and needs are regularly reviewed. Pupils who fall behind are identified promptly and receive appropriate support. Provision adapts quickly in response to pupil needs.
6. Disadvantaged pupils leave Year 6 well prepared academically, socially and emotionally for secondary education.	Pupils achieve the knowledge and skills needed for a successful transition. Pupils demonstrate confidence, independence and readiness for their next stage of learning. Transition arrangements effectively support vulnerable pupils, including Post-Looked-After Children and the Service Child.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A range of online learning providers to support teaching and learning as well as small group intervention and homework</i> <i>TT Rockstars and Numbots – £248</i> <i>Accelerated Reader - £2000</i> <i>Maths SATS online - £200</i> <i>Testbase - £2000</i>	The EEF's 'Using Digital Technology to Improve Learning' guidance concludes that technology is most effective when it: Improves the quality and quantity of pupil practice. Supports retrieval and self-quizzing. Provides immediate feedback. Enables assessment to identify gaps in learning. Supplements, rather than replaces, high-quality teaching. Is carefully targeted at identified pupil needs.	1, 4, 5, 6
<i>Participate in the Mastering Number programme</i>	The programme was developed by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and aims to develop pupils' number sense, fluency, confidence and flexibility with number through four short sessions per week from Reception through KS1. The Education Endowment Foundation (EEF) is currently evaluating the programme through a large-scale trial involving around 400 schools and 4,000 pupils, reflecting the EEF's view that the programme is promising enough to warrant rigorous testing.	1, 4, 5, 6
<i>CPD for all staff in the following areas:</i> <i>Handwriting</i> <i>Maths Mastery</i> <i>Spelling</i> <i>Phonics</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1, 4, 5, 6

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a trained ELSA	The school employs a trained Emotional Literacy Support Assistant (ELSA) to provide targeted support for pupils experiencing social, emotional or mental health difficulties. Interventions focus on emotional regulation, self-esteem, friendship skills, anxiety management and resilience. This aligns with EEF evidence demonstrating that effective social and emotional learning approaches can improve both wellbeing and academic outcomes, particularly when targeted at pupils with identified needs	1,2,3,4,6
<i>Access to a TA to support with interventions needed e.g phonics intervention, handwriting, maths</i>	Teaching Assistants are deployed strategically to support high-quality teaching and deliver targeted interventions. Support is informed by ongoing assessment and focuses on helping pupils address specific gaps in learning in reading, writing and mathematics. Interventions are closely aligned to classroom learning and regularly reviewed to ensure impact. This approach reflects EEF evidence demonstrating that well-trained Teaching Assistants delivering structured support can contribute to improved academic outcomes.	1, 3, 4, 5, 6
<i>Access to a sports coach to help develop confidence and resilience</i>	Some disadvantaged pupils require additional support to develop confidence, resilience and positive learning behaviours. A trained sports coach delivers bespoke mentoring and physical development sessions to build self-esteem, encourage engagement in learning and develop social skills. Progress is monitored through pupil voice, attendance, behaviour records and teacher observations. Supported by EEF evidence relating to social and emotional learning, the intervention aims to remove barriers that may otherwise impact academic achievement.	2, 3, 4, 6

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay at least 50% of all school trips so that all children can attend	The school subsidises at least 50% of the cost of educational visits, visitors and residential experiences for disadvantaged pupils to ensure full participation in the wider curriculum. This removes financial barriers and ensures all pupils can benefit from enrichment opportunities that support cultural capital, personal development, engagement and aspirations.	1, 3, 4, 6
<i>Pay for Music Lessons for all Year 6 pupils for the year.</i>	The school funds music tuition for all pupils in Year 6 to ensure equitable access to high-quality arts provision. Participation in music activities supports confidence, self-expression, perseverance and engagement whilst providing experiences that may otherwise be inaccessible due to financial barriers.	1, 3, 4, 6
<i>Pay for any items needed in school – Uniform, Water bottles</i>	Financial support is provided where necessary to purchase essential items including school uniform, PE kit, water bottles, equipment and other resources. This ensures pupils are ready to learn, feel included and are able to participate fully in all aspects of school life.	3, 4, 6
<i>Pay for children to attend Breakfast/After School Club as when needed to ensure high attendance</i>	Funding is available for disadvantaged pupils to access Breakfast Club and After-School Club where this supports attendance, punctuality, wellbeing or family circumstances. Providing access to a calm, supportive start and end to the school day helps pupils arrive ready to learn and removes barriers that may prevent regular attendance.	3, 4, 6

Total budgeted cost: £23,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-2026

The disadvantaged cohort was **very small (3 pupils)**. The data indicates that disadvantaged pupils achieved strongly and compared favourably with disadvantaged pupils nationally.

Measure	WWB Disadvantaged	National Disadvantaged	National Non-Disadvantaged
<i>Reading, Writing & Maths Combined</i>	67%	47%	69%
<i>Reading</i>	100%	63%	81%
<i>Writing</i>	67%	59%	78%
<i>Mathematics</i>	67%	61%	81%
<i>GPS (EGPS)</i>	100%	60%	79%

- Disadvantaged pupils achieved **20 percentage points above the national disadvantaged average** in Reading, Writing and Mathematics combined (67% vs 47%).
- In **Reading** and **Grammar, Punctuation and Spelling**, all disadvantaged pupils achieved the expected standard (100%), significantly above national disadvantaged outcomes.
- The gap between disadvantaged pupils and national non-disadvantaged pupils was very small in the combined measure (**67% vs 69%, gap of -3 percentage points**).
- In Reading and GPS, disadvantaged pupils actually outperformed national non-disadvantaged pupils (**100% compared with 81% and 79% respectively**).
- The school's disadvantaged pupils performed above the average for disadvantaged pupils nationally across every reported measure.

Although the Year 6 disadvantaged cohort was extremely small, outcomes were strong. Two of the three disadvantaged pupils achieved the expected standard in Reading, Writing and Mathematics combined, representing 67% of the cohort compared with

47% nationally for disadvantaged pupils. All disadvantaged pupils achieved the expected standard in Reading and Grammar, Punctuation and Spelling. Overall, disadvantaged pupils performed above national disadvantaged averages in all reported areas and achieved outcomes broadly in line with national non-disadvantaged pupils, demonstrating the positive impact of the school's targeted support and provision.

Disadvantaged Pupils Attendance Summary

The attendance of disadvantaged pupils at Waddington and West Bradford has been a notable strength over the last two full academic years. Although cohort sizes are very small (6-7 pupils), disadvantaged pupils have attended school more regularly than disadvantaged pupils nationally and have had lower rates of persistent absence.

Year	WWB FSM6 Attendance	National FSM6 Attendance
<i>2025/26 (Autumn Term)</i>	93.1%	92.4%
<i>2024/25</i>	93.8%	92.3%
<i>2023/24</i>	95.2%	92.0%

In both 2023/24 and 2024/25, disadvantaged pupils' attendance was judged **above national averages**, with attendance rates between 1.5 and 3.2 percentage points higher than disadvantaged pupils nationally.

Persistent Absence

Year	WWB FSM6 Persistent Absence	National FSM6 Persistent Absence
<i>2025/26 (Autumn Term)</i>	33.3%	25.3%
<i>2024/25</i>	14.3%	24.9%
<i>2023/24</i>	0.0%	27.1%

Persistent absence has historically been a significant strength. In 2023/24 there were **no disadvantaged pupils persistently absent**, compared with 27.1% nationally. In 2024/25, persistent absence remained substantially below national levels at 14.3% compared with 24.9% nationally. The rise seen in Autumn 2025/26 reflects only two

pupils within a cohort of six and should be interpreted cautiously due to the extremely small cohort size.

Attendance for disadvantaged pupils is strong. Despite having a very small disadvantaged cohort, attendance has consistently compared favourably with national disadvantaged averages. In both 2023/24 and 2024/25, disadvantaged pupils' attendance was above national levels, and rates of persistent absence were significantly lower than those seen nationally. In 2024/25, disadvantaged pupils attended school at 93.8% compared with 92.3% nationally, while persistent absence was 14.3% compared with 24.9% nationally. Leaders monitor attendance closely and work proactively with families to ensure disadvantaged pupils attend regularly and are able to access the full curriculum.

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
TT Rockstars	Number Circle
Numbots	Number Circle
Accelerated Reader	Renaissance
National Handwriting Association membership	NHA
Letter-Join	Letterjoin
Testbase	Doublestruck LTD
www.maths.co.uk	Maths.co.uk