

# Pupil premium strategy statement – Medlar with Wesham C of E 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	28% (34 children)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement for each academic year)</b>	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Claire Panther Headteacher
Pupil premium lead	Rachel Marsh SENCO
Governor / Trustee lead	Mrs Bickersatffe and Mrs Hooley Ellis: Governor lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,210
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£52,210</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Underdeveloped language, communication and listening skills:</b></p> <p>Our assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>In Reception Baseline 2024 - 80% of the disadvantaged cohort were below expected for 'Listening, Attention and Understanding' and 60% were below for 'Speaking'. Compared to 38% of other pupils.</p>
2	<p><b>Barriers to reading:</b></p> <p>Our assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in 2024 - 60% of our disadvantaged pupils arrive below age-related expectations in Comprehension and 80% in Word Reading. Compared to 54% of other pupils.</p>
3	<p><b>Barriers to writing:</b></p> <p>Our assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.</p> <p>On entry to Reception class in 2024, 80% of our disadvantaged pupils arrive below age-related expectations compared to 62% of other pupils.</p>
4	<p><b>Greater difficulties with Maths attainment:</b></p> <p>Our assessments, observations, and discussions with pupils indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in 2024, 80% of our disadvantaged pupils arrive below age-related expectations compared to 46% of other pupils.</p>
5	<p><b>Social, emotional and mental health issues:</b></p> <p>Self-assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of resilience and positive mental health strategies. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

	<p>On entry in 2024 – 80% of EYFS pupils were below expectation in self-regulation compared to 54% of other pupils.</p> <p>Teacher and SENCO referrals for support remain relatively high. 13 pupils who are disadvantaged currently require additional support with social and emotional needs and receive small group or 1:1 interventions.</p>
6	<p><b>Persistent Absence:</b></p> <p>Our attendance data for 2024 - 25 indicates that persistent absence attendance among disadvantaged pupils is 24.5%. Compared to 15.4% of other children.</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
Improved language, communication and listening skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes at the end of 2028 show that more than 86% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes at the end of 2028 show that more than 86% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes at the end of 2028 show that more than 86% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2028 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2028 demonstrated by:</p> <ul style="list-style-type: none"> <li>the percentage of absence for all disadvantaged pupils will be below 8%.</li> </ul>

## 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: **Total Approx spend: £8549**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and online tracking system.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Training for staff on effective formative assessment.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Developing a vocabulary rich curriculum across the whole school, to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase of resources and funding ongoing staff CPD in explicit vocabulary instruction.</p> <p>Ongoing update of CUSP curriculum which has a strong focus on the teaching and understanding of vocabulary</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> and tracking system to secure strong phonics teaching for all pupils.</p> <p>Ongoing staff CPD and purchase of Phonics Portal to support staff training.</p> <p>Ongoing staff CPD for Reading and developing expertise in school and</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	<p>2</p>

<p>identify how to improve provision if weaknesses are found.</p> <p>Developing a love of reading across all of school for all pupils.</p>		
<p>Developing a Writing Curriculum and built upon the foundational knowledge which begins in EYFS.</p> <p>Ongoing staff CPD for Writing and developing expertise in school following identification of how to improve provision if weaknesses are found.</p> <p>Purchase of Writing resources including word reading, spelling and handwriting scheme.</p> <p>Developing a love of writing across all of school for all pupils.</p>	<p>There is a strong evidence base that high-quality teaching that responds to the challenges individual pupils face in learning to write is essential for giving all of them the best chance to become proficient.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-practice-review">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-practice-review</a></p> <p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Introduce Mastering Number Programme in EYFS to Y2 with support from the Maths hub.</p>	<p>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:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the quality of social, emotional and positive mental health learning.</p> <p>Positive social, emotional and mental health will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	5
<p>Provide training for all staff around effective teaching assistant deployment and engage all staff in the process of implementing</p>	<p><a href="#">EEF deployment of teaching assistants</a></p>	

<p>effective teaching assistant deployment.</p> <p>Deploy our teaching assistants to ensure that:</p> <ul style="list-style-type: none"> <li>• all pupils access high-quality teaching</li> <li>• they scaffold learning and develop our pupils' independence</li> <li>• they deliver well-chosen, evidence based, structured interventions where appropriate</li> </ul>		
--	--	--

## Targeted academic support:

Budgeted cost: £ **Total Approx spend: £35,742**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p><a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1

<p>Additional positive well-being support for targeted disadvantaged pupils.</p> <p>Additional Forest School sessions outdoors.</p> <p>Opportunities to participate in extracurricular clubs.</p> <p>Referrals to outside agencies for counselling and resilience training to impact social and emotional learning.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	
---	--	--

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

Budgeted cost: £ **Total Approx spend: £7919**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and positive mental approaches with the aim of developing our school ethos and improving behaviour for learning across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	5
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £52,210**

<b>Estimated Pupil Premium Spending breakdown: 2025 - 26</b>	
<b>Teaching:</b>  Assessment (Testbase)  Data tracking (Insight) (Accelerated Reader)  CPD assessment  Vocab rich curriculum (CUSP Annual)  Writing curriculum (CUSP Annual)  CPD Vocabulary (CUSP Annual)  Phonics Scheme/tracker/training (Ruth Miskin) (Oxford Owl portal)  Reading curriculum (Curriculum Visions)  Maths curriculum  Maths Hub CPD  My Happy Mind and CPD	<b>Total Approx spend: £8549</b>
<b>Targeted Academic Support:</b>  TA group sessions and 1:1  SENCO group sessions and 1:1  Wellcom Programme and TA interventions  Phonics TA interventions  Forest School resources sessions and teacher (Alfresco Learning)  Trips and extracurricular clubs funding	<b>Total Approx spend: £35,742</b>

<b>Wider Strategies:</b>  Attendance Leader  Behaviour CPD and portal access (TGMC)  Behaviour (Secretly Famous), (Picture News), (Curiosity Library)  Acute issues fund	<b>Total Approx spend: £7919</b>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that:

2025 Data for end of KS2 combined Reading, Writing and Maths for disadvantaged Pupils was 71%, which is above National and local average. With this data in mind our school concludes that due to Curriculum development, high expectations and targeted interventions the children were able to achieve their potential.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that use of targeted attendance support for disadvantaged pupils has been effective along with whole school approach to social and emotional mental health and wellbeing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
Read Write Inc (Phonics)	Ruth Miskin Portal
Speech and Language	Wellcom
Social and Emotional: My Happy Mind and My Happy Mind Plus	My Happy Mind Portal
Social and Emotional: The Good Morning Club	TGMC Portal
Social and Emotional: Forest School and Outdoor Learning Programme	Alfresco Learning LCC Learning Outdoors
Curriculum Development	CUSP Platform and Portal

## Service pupil premium funding:

How our service pupil premium allocation was spent last academic year
x
The impact of that spending on service pupil premium eligible pupils
x

## Further information:

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Embedding more effective practice around the effective deployment of Teaching Assistants. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> demonstrates that effective deployment of TA's will benefit ALL pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Offering a planned, wide range of educational visits and opportunities to experience places/activities/visitors which would not ordinarily fall within their experiences outside school.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book looks, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.