



Widden Primary School

Pupil Premium Strategy Statement

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Pupil premium strategy statement – Widden 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	422
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Kirstin Couto</i> , Headteacher
Pupil premium lead	<i>Hannah Thompson</i> , Deputy Headteacher
Governor / Trustee lead	<i>Brad Clarke</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,147
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£232,147

Part A: Pupil premium strategy plan

Statement of intent

At Widden Primary School, we are committed to ensuring that every child can aspire, believe and succeed which is the driver for our core school values. We deliver this commitment to all children regardless of background or starting point. Many of our children face significant challenges linked to socio-economic disadvantage, and a high proportion are eligible for Pupil Premium funding. We recognise that disadvantage is not always a barrier to success, and we have the highest aspirations for all children, particularly those from disadvantaged backgrounds.

Our Pupil Premium strategy is rooted in the belief that every child deserves access to high-quality teaching, a broad and balanced curriculum allowing every child to dream, and the targeted support necessary to enable them to achieve academically, socially and emotionally. We remove barriers, close attainment gaps, and provide the foundations for lifelong learning and prepare them for the next stage in life.

We prioritise:

- **Quality First Teaching:** We believe that every career matters, so we invest in our staff and their classroom practice to ensure we consistently meet the needs of all learners, including those who may be disadvantaged to accelerate progress.
- **Every Child Matters:** We prioritise building strong relationships with our children and families which enables us to provide early, evidence-informed interventions that address gaps in learning and support wellbeing.
- **Every Child a Speaker, a Reader and Dreamer:** We provide a culturally rich, ambitious curriculum which ensures our children experience a wealth of opportunity to enable them to be successful in their next stage of life.
- **Our Values:** Aspire, believe and succeed are the beating heart of our school and are embedded into everything we do for and with our community.

Our approach is underpinned by educational research, including the Education Endowment Foundation's guidance, and is regularly reviewed to ensure it remains responsive to the evolving needs of our pupils and community.

Our Pupil Premium strategy empowers children to aspire and achieve highly, ensures they are equipped with the knowledge, skills and personal qualities needed to succeed both in school and beyond and believe that their future belongs to them.

Challenges

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

Challenge number	Detail of challenge
1 Oracy	In this academic year 2025-2026, 75% of our disadvantaged children entered Reception below the expected standard for oracy. Our assessments, observations, and discussions with children 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 children than their peers. Our 2025 ELSEC assessments showed that 100% of our Reception children may have an identified speech, language and communication need.
2 Reading	On entry to Reception in September 2025, 92% of our disadvantaged children arrived below age-related expectations for word reading and 84% are below expectation for comprehension. This gap narrows but remains significant to the end of KS2 where 56% of our disadvantaged children did not meet the age-related expectation for reading.
3 Writing	On entry to Reception in September 2025, 83% of our disadvantaged children arrived below age-related expectations for writing. This gap narrows but remains significant to the end of KS2, where 51% of disadvantaged children did not meet the age-related expectation.
4 Maths	On entry to Reception in September 2025, 83% of our disadvantaged children arrived below age-related expectations for number and numerical patterns. This gap narrows but remains significant to the end of KS2, where 62% of disadvantaged children did not meet the age-related expectation.
5 YR low starting points	A large proportion of our disadvantaged children enter school with lower than expected starting points, particularly in early language, communication, and foundational literacy skills. These early gaps limit their readiness to access the curriculum and can have a sustained impact on confidence, engagement and progress.
6 Attendance	Our attendance data indicates that percentages for persistent absence and at risk of persistent absence among disadvantaged children is almost 5% higher than non-disadvantaged children. In the academic year 2025-2026 to date, 25% of disadvantaged children have been 'persistently absent' compared to 17% of non-disadvantaged children. Our assessments and observations indicate that a lack of attendance is negatively impacting disadvantaged children's progress.

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
An established whole school oracy curriculum will underpin children's language development.	All staff are able to articulate and demonstrate our 5 skills of oral language development and utilise our 5 key strategies.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2025/26 show that more than 60% of disadvantaged children met the expected standard which would be a 14% increase.
Improved maths attainment for disadvantaged children at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 50% of disadvantaged children met the expected standard which would be a 12% increase.
Improved writing attainment for disadvantaged children at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 60% of disadvantaged children met the expected standard which would be a 12% increase.
Improved GLD attainment for disadvantaged children at the end of Reception.	GLD attainment in 2025/26 show that more than 75% of disadvantaged children met the expected standard which would be a 6% increase.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance by 2025/26 demonstrated by: Persistent absent rates will be less than 25% for all children and the rate for disadvantaged children will be no more than 5% higher than their peers.

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: 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of training and development days to ensure consistent quality first teaching in our validated SSP (Read, Write, Inc.).	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. EEF Toolkit - Phonics	1, 2, 3, 5
Purchase and development of a comprehensive, whole school programme that integrates personal, social and health education (PSHE) with emotional literacy, social skills and spiritual development.	Jigsaw PSHE is a comprehensive, whole-school program for primary and secondary schools that integrates Personal, Social, and Health Education (PSHE) with emotional literacy, social skills, and spiritual development.	1, 5, 6
Implement and resource oral language strategies throughout the school to develop foundational knowledge of communication, language and vocabulary.	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: Oral Language Interventions - EEF Communication and Language EYFS approaches - EEF Toolkit	1, 2, 3, 4, 5
Investment into widening our home readers from nursery to year 6 to ensure a diverse, age appropriate range of texts are available to all.	Reading Framework - Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances	2, 5
The senior leadership team will publish shared expectations of quality first teaching for all teaching staff through our core 10 teaching habits, forming a basis of monitoring and staff development.	Teaching Standards - Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.	1, 2, 3, 4, 5

In school and external maths CPD will be provided for teachers to develop subject knowledge and range of quality-first teaching skills. This is personalised to individual teacher needs based on monitoring.	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Embed a range of modelling techniques in the teaching of writing, following the research school CPD program.	Writing is often a limiting factor at the end of Key Stage 2 assessments. The KS2 Literacy Guidance EEF suggests that effective modelling works to improve outcomes, particularly amongst disadvantaged children. The simple view of writing encompasses the three main writing processes that need to be explicitly modelled to all children.	3
MITA Teaching Partner training program delivered by SENDCo in CPD sessions to strength and widen knowledge and skills	Strengthening the skills of our Teaching Partners will ensure that children are appropriately supported at all levels of education and are given the opportunity to be challenged where appropriate. Teaching Partner Intervention - EEF Toolkit	1, 2, 3, 4, 5

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

Budgeted cost: £62,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for leaders to introduce instructional coaching to develop and empower teaching staff offering personalised support and monitoring.	High quality feedback is essential for improving outcomes and progress measures. Our feedback focuses on improving teaching, which in turn will improve outcomes. Feedback - EEF Toolkit	1, 2, 3, 4, 5
One-to-one tutoring in Read, Write, Inc. for spotlight children in all year groups.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:	1, 2, 3, 5

	One-to-one tuition - EEF	
Investment in the Early Years environment and enhancements ensure learning spaces enable children to meet GLD.	Play-based learning - EEF Toolkit Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration - Birth to 5	5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritising wellbeing through having a trained counsellor work with specific children on a weekly basis.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Social and Emotional Learning - EEF Toolkit	6
Thrive Practitioner training and development to deliver a trauma informed approach that helps improve the mental health and wellbeing of disadvantaged children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Social and Emotional Learning - EEF Toolkit	5, 6
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for teachers to meet with families to instil the importance of attendance and effects on attainment.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental Engagement - EEF Toolkit	6
As prioritised in our school improvement plan with 'every child a dreamer', we are targeting our disadvantaged children to be able to widen their experiences and opportunities.	Ofsted comments on the extent to which the curriculum and the extent to which all children, particularly disadvantaged, including those with SEND, acquire the knowledge and experiences they need to succeed in life. OFSTED School Inspection Handbook	1, 2, 3, 4, 5, 6

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Widden Primary School disadvantaged pupils have remained in the forefront of all our planning and school improvement areas.

Pupil progress meetings have been prioritised to ensure that staff are accountable for all children's progress and attainment with a focus on those in receipt of pupil premium. Speech and language has continued to be a prioritised intervention at Widden, particularly in EYFS. We have ensured that CPD on the SHREC model has been delivered to EYFS and Year 1 staff to further improve adult interactions with children in the learning environment.

Data is something to celebrate for Widden this year, all areas of assessment increased. 52% of our Reception cohort achieved GLD with a higher percentage of our PP children achieved GLD at 69%. PSC increased by 11% with a 3% rise for our PP children in Year 1, this continues to be a focus for us.

SEND has continued to be a focus for staff training and development, some improvements have been made in the outcomes for SEND learners. We have focused on the graduated pathway, ensuring that quality first teaching and in class interventions are used to close learning gaps and limit the progression up the pathway where possible.

Statutory assessments by key groups 2024-25							
Pupils (from 2024-2025) in Years R, 1, 4 or 6							
Assessments: 2024-2025 - Summer 2							
	Reception	Year 1	Year 6				
	EYFSP	PSC	SAT TA	SAT Scaled Score			SAT Scaled Score/SAT TA
	EYFS GLD	Reading	Writing	Reading	Maths	GPS	Reading/Writing/Maths
	% of pupils	% of pupils	% of pupils	% of pupils	% of pupils	% of pupils	% of pupils
All Pupils	52%	47%	50%	49%	43%	39%	37%
Boys	50%	38%	58%	50%	54%	54%	46%
Girls	54%	55%	43%	48%	33%	26%	30%
Pupil Premium	69%	36%	48%	41%	38%	38%	34%
Not Pupil Premium	45%	58%	52%	59%	50%	41%	41%
Pupils with SEND	13%	27%	31%	31%	25%	31%	25%
Pupils without SEND	61%	55%	58%	57%	51%	43%	43%
EAL	58%	44%	52%	51%	47%	40%	40%
Not EAL	36%	57%	33%	33%	17%	33%	17%
PPNS	100%	44%	61%	44%	44%	44%	39%
NPPNSEN	40%	49%	44%	52%	42%	36%	36%

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.

Further information (optional)

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.
- Offering a wide range of high-quality extracurricular activities to boost well-being, 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.

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

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.