

Pupil premium strategy statement – Wendron C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our learners experiencing disadvantage.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils last academic year.

School overview

Detail	Data
Number of children in school (at Oct 24)	99
Proportion (%) of pupil premium eligible children	FSM – 6 Total 10 pupils – 6.1%
Academic year/years that our current pupil premium strategy plan covers	September 2023 – August 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tash Williams
Pupil premium lead	Tash Williams
Governor / Trustee lead	Stacey Boatman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year based on October 2024 census (£1515 per pupil, £2630 (P)LAC)	£9090+£2630 =11720
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

At Wendron Church of England Primary School, we are committed to ensuring all children, especially those who experience disadvantage, flourish academically, socially and spiritually so they “live life in all its fullness.” We recognise that disadvantage can present additional barriers to learning, access and aspiration, and we therefore prioritise equity over equality to ensure every disadvantaged child receives the personalised support, high-quality teaching and enriching opportunities they need to thrive.

Our Pupil Premium strategy focuses on:

- High-quality, evidence-informed teaching, which has the greatest impact on disadvantaged pupils.
- Strong early reading and vocabulary development, as these disproportionately affect outcomes for disadvantaged learners.
- Closing gaps early, using timely intervention informed by robust diagnostic assessment.
- Raising writing standards, ensuring disadvantaged pupils develop the language, structure and confidence needed to succeed.
- Oracy development, enabling disadvantaged pupils to articulate clearly, rehearse ideas aloud and access the full curriculum.
- Improving attendance, punctuality and readiness to learn, addressing barriers in partnership with families.
- Ensuring equitable access to enrichment, leadership and cultural experiences to build aspiration, belonging and confidence.

Given the extremely small numbers of disadvantaged pupils in some year groups (including one disadvantaged pupil in KS1 and one in KS2 in 2025), percentage data is unreliable. We therefore focus on the progress of individual pupils, their specific needs, and the impact of our provision on their learning journey.

Our aim is clear: disadvantaged pupils at Wendron will not simply “keep up” but will excel, achieving well academically and flourishing as confident, capable and valued members of our community.

Challenges

This details the key challenges to achievement that we have identified among our children experiencing disadvantage.

Challenge number	Detail of challenge
1	Ensuring consistent progress and strong outcomes for disadvantaged pupils across the school, despite extremely small cohort sizes (one pupil in KS1 and one in KS2), where percentages can mask real progress and barriers.



2	Preventing writing and vocabulary gaps from widening as disadvantaged pupils move into KS2. Writing outcomes, especially at the end of KS2, remain a historic area of concern and require sustained focus.
3	Ensuring disadvantaged pupils with SEND or additional needs receive precise, effective adaptive teaching so they can make sustained progress from their individual starting points.
4	Addressing attendance, punctuality and readiness-to-learn barriers for individual disadvantaged pupils who require pastoral or family support.
5	Ensuring disadvantaged pupils access enrichment, leadership, cultural capital and extracurricular opportunities, tracked individually due to cohort size.

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
Strong progress in writing for disadvantaged pupils across the school	Disadvantaged pupils make sustained, measurable progress in writing from their individual starting points. Improved vocabulary, sentence fluency and writing stamina evident in books. Oracy routines support improvements in written outcomes.
Improved progress in maths for disadvantaged pupils, closing individual gaps	Disadvantaged pupils demonstrate improved fluency, arithmetic accuracy and reasoning. Provision maps show individual gaps narrowing term-on-term.
Strengthened oracy and language skills for disadvantaged pupils	Disadvantaged pupils confidently articulate their thinking using subject vocabulary. Oracy structures embedded across the curriculum support improvements in reading comprehension and writing.
Improved attendance, punctuality and engagement for disadvantaged pupils	Attendance for disadvantaged pupils is at or above 95 percent. Persistent absence reduces where relevant. Pastoral support enables improved emotional readiness for learning
Increased access to enrichment and leadership opportunities	At least 75 percent of disadvantaged pupils participate in a club each term. Full participation in trips, residential and curriculum enrichment. Representation in School Council and leadership roles reflects the school population.

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: £ 7720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD, focus on pedogogy, consistency and building on key learning. Knowledge cascaded by Subject Leads after attending Network sessions and training.</i>	High Quality First Teaching Research highlights one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning. The quality of teaching, should therefore be the top priority in school development. Staff to attend regular CPD sessions in school, at network meetings and with wider agencies. EEF High Quality Teaching EEF Oral Language Interventions	1, 2, 3, 4
<i>Purchase of further resources to support DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Reinforce this with comprehensive staff development from Phonics provider and the Kernow English Hub</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Teaching and Learning Toolkit	1, 2, 3
<i>TA deployed effectively with the maximum impact</i>	Use of support staff EEF Making best use of teaching assistants	1, 2, 3
<i>Whole school approach to writing</i>	Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with. Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning. School to use the guiding principles from The Write Stuff which is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. As part of the teaching sequence, teachers plan experience days, sentence stacking lessons and independent writing sequences.	1, 2, 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1/small group teaching In school and including but not limited to RWI tutoring, Fresh Start and Language Link</i>	Tuition is one of the best evidenced interventions we must support disadvantaged pupils' attainment. EEF Effective Tutoring	1, 2, 3
<i>Disadvantaged and cognitive SEND Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision</i>	(Individual provision maps) Individual Pupil Passports shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND EEF blog: 'Five-a-day' to improve SEND outcomes	1,2,3

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Social Interactions for All Disadvantaged Pupils Mentorship: Club Participation: Monitoring Impact: Outdoor Learning:	Every disadvantaged pupil will have a dedicated mentor (a staff member) to act as their 'champion'. Disadvantaged pupils will be given priority access to extracurricular clubs and activities. Teachers will track and evaluate the impact of opportunities provided to disadvantaged pupils. Regular outdoor learning sessions will be available to all pupils, supporting their overall development.	2, 3, 4

<p>Emotional Support:</p> <p>Personal Development Opportunities:</p> <p>Financial Support:</p>	<p>A tailored social-emotional support program, including outdoor activities, will be offered to all disadvantaged pupils.</p> <p>Disadvantaged pupils will be encouraged to take on leadership roles, such as Play Leaders or members of the School Council.</p> <p>Assistance will be provided to ensure disadvantaged pupils can participate in residential school trips.</p> <p><u>EEF Supporting Attendance</u></p>	
<p>Implement Mental Health Programs</p> <p>Provide Accessible emotionally available adults</p>	<p>Develop and integrate comprehensive mental health programs within the school curriculum. This includes regular sessions focusing on stress management, coping mechanisms, and emotional well-being. Collaborate with mental health professionals to provide workshops and resources. <u>EEF Improving Social and Emotional learning in primary schools</u></p> <p>Continue accessible and confidential 'counselling' (TIS sessions) within the school. Ensure that children, particularly those experiencing anxiety, have a safe space to discuss their concerns and receive guidance from a trained professional.</p>	<p>2, 3, 4</p>
<p>CPD for Teachers and Staff</p>	<p>Conduct training sessions for teachers and staff to recognize signs of anxiety and stress in children. Equip them with strategies to create a supportive and understanding learning environment. Foster open communication between children and educators. <u>EEF Effective Professional Development</u></p>	
<p>Implement Relaxation Techniques</p>	<p>Integrate relaxation techniques, such as mindfulness and deep breathing exercises, into daily routines. These practices can help children manage anxiety and stress, promoting a calm and focused learning atmosphere. <u>Mindfulness in Education</u></p>	
<p>Promote Peer Support Programs</p>	<p>Develop peer support programs where older children act as mentors for those struggling with anxiety. Encourage a culture of empathy and support among children, creating a sense of community within the school. <u>DfE Peer support and children and young people's mental health</u></p>	
<p>Flexible Learning Environments</p>	<p>Recognize and accommodate diverse learning styles. Provide flexible learning environments that allow children to choose spaces that suit their comfort levels,</p>	

	<p>fostering a sense of control and reducing anxiety.</p>	
Collaborate with Parents	<p>Establish strong communication channels with parents, keeping them informed about mental health initiatives and resources. Encourage a collaborative approach between schools and families to address anxiety-related challenges.</p>	
Create a Positive School Culture:	<p>Foster a positive and inclusive school culture that emphasizes the importance of well-being. Celebrate achievements beyond academic success, recognizing personal growth, resilience, and effort.</p>	
Regular Check-ins:	<p>Conduct regular check-ins with children to assess their emotional well-being. Encourage open discussions about challenges and triumphs, allowing for early identification and intervention in cases of heightened anxiety.</p>	
Coordinate with External Support Services:	<p>Collaborate with external mental health organizations and professionals to provide additional resources and support. Establish referral systems for children requiring specialized assistance beyond the school's capacity.</p>	

Total budgeted cost: £9090

Part B: Review of the previous academic year

Outcomes for disadvantaged children

The **2024-25** academic year saw very small numbers of disadvantaged pupils in statutory assessment cohorts: **1 FSM pupil at end of KS1 and 1 FSM pupil at end of KS2**

Because of this, percentages are **statistically invalid** and do not represent patterns. Evaluation therefore focuses on **individual pupils**, their barriers, and the impact of our provision.

Outcomes for Disadvantaged Pupils (Based on Individual Data)

2024 2025 Assessment Data

Early Years Foundation Stage

- The disadvantaged pupil cohort did not include EYFS children in 2025.
- Overall GLD was **100 percent**, demonstrating very strong early learning foundations for future pupils.

Phonics

- **Year 1:** The disadvantaged pupil achieved the expected standard.
- **Year 2 cumulative:** 100 percent of disadvantaged pupils met the expected standard.

Early reading remains a significant strength for disadvantaged learners.

Key Stage 1

There was **one disadvantaged pupil** in the 2025 KS1 cohort.

They achieved the expected standard in: **Reading; Writing; Maths**

This demonstrates highly effective early teaching, successful phonics foundations and strong targeted support.

Year 4 Multiplication Check

The disadvantaged pupil in Year 4 achieved:

- **22.5 average score** (exceeding Trust averages)

This indicates good fluency and positive mathematical development for this pupil.

Key Stage 2

There was **one disadvantaged pupil** in the KS2 cohort.

This pupil did not meet the expected standard in Reading, Writing, Maths and RWM combined and was disappled from the end of KS2 SATs prior to taking them.

Impact Evaluation (Through the Lens of Individual Pupils)

What Worked Well

- Exceptional early reading provision ensured disadvantaged pupils met phonics expectations.
- KS1 individual success highlights strong teaching, intervention and curriculum sequencing.
- Year 4 MTC outcomes show strong mathematical fluency for disadvantaged pupils.

- Attendance and wellbeing support improved readiness to learn for key individuals.
- Financial and pastoral assistance enabled full participation in trips, clubs and enrichment.

Areas Requiring Continued Focus

- Writing remains a Trust-wide and school priority, with disadvantaged pupils requiring sustained support into KS2.
- Individualised intervention must continue to be strengthened in upper KS2 to prevent widening gaps.
- Oracy, vocabulary and language structure require consistent development.
- Enrichment participation must be monitored for each disadvantaged child due to small numbers.
- SEND and disadvantaged intersections require precise adaptive teaching and tight progress monitoring.

Externally provided programmes

Programme	Provider
Nessy	Nessy Learning Ltd
Language Link	SpeechLink Multimedia Ltd
TIS resources	traumainformedschools.co.uk
One minute Maths	White Rose Education
RWInc	Ruth Miskin Ltd
Fresh Start	Ruth Miskin Ltd
We Thinkers	Thinking books. co
TT Rockstars	TTROCKSTARS.com
Socially Speaking	info@integratedtreatments.co.uk