

# Pupil premium strategy statement – *Waddington Redwood primary Academy*

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	295
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Mrs S Milling
Pupil premium lead	Mrs S Milling
Governor / Trustee lead	Mrs L Dickinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£ 76,590

# Part A: Pupil premium strategy plan

## Statement of intent

At Waddington Redwood Primary Academy, our intention is that all children make good progress and achieve highly across all subjects. We believe that this should be achieved irrespective of background or the challenges faced by children. Our pupil premium strategy is designed to support disadvantaged pupils to achieve this goal, regardless of ability.

We want our approach to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure that this is effective we will:

- ensure disadvantaged children are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for children's outcomes from disadvantaged backgrounds and raise expectations of what they can achieve.

We use an evidence-based and tiered approach to plan our strategy, as outlined by the following documents: Education Endowment Foundation's 'The EEF Guide to the Pupil Premium' and the DFE's 'Using pupil premium: guidance for school leaders.'

High quality teaching is the first tier of our approach with a focus on areas where disadvantaged children require the most support. Evidence supports this approach as having the greatest impact not only in closing the attainment gap but also benefiting non-disadvantaged children.

The second tier lies in the use of targeted academic support. Evidence consistently shows the positive impact this has on children who have been disproportionately impacted by the effects of the pandemic.

There are many non-academic challenges to success that children face on a day to day basis and which may negatively impact on academic attainment. Therefore, our third tier focuses on wider school strategies.

### **Trust Statement**

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;

## Challenges

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

Challenge number	Detail of challenge
1	<b>Writing</b> – Assessments, observations and discussions with pupils and professionals often display vocabulary, grammar and spelling gaps along with stamina for writing. This is more prevalent in disadvantaged students. This is evident throughout the academy and can be more complex with pupils who are disadvantaged as a high percentage have additional needs. This is evident in both their reading and writing attainment.
2	<b>Phonics and Early Reading</b> -Assessments, observations and discussions with children identify that disadvantaged children often have greater difficulty with phonic acquisition and reading fluency than their peers. This correlates with their development as confident readers.
3	<b>Maths</b> - Internal and external data for mathematics indicates that in the majority of year groups, the attainment of disadvantaged children is below that of non-disadvantaged children. The end of key stage statutory assessments indicates similar trends.
4	<b>Well-being/Equity in Opportunity</b> Our assessments and observations indicate that the education and well-being of many of our disadvantaged children have been impacted by partial school closures due to the school being flooded in Autumn term 2023. The curriculum was narrowed due to timetable constraints and having to transport pupils to an alternative site for 6 weeks. This has resulted in gaps in knowledge and cultural capital leading to disadvantaged children falling further behind.
5	<b>Attendance and Punctuality</b> - Attendance and persistent lateness data highlights that attendance and punctuality for disadvantaged children is not in line with whole school data. Improvement in attendance and punctuality would support improved outcomes for disadvantaged pupils.

## 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 writing outcomes for disadvantaged children.	Assessment and observations (quality assurance including book scrutiny, teaching and learning reviews, on-going assessment) indicate significant improvement in disadvantaged pupils' achievement and progress in writing. End of KS2 outcomes in writing are higher for all children and are in line with national data.
Improved reading outcomes for disadvantaged children	Y1 phonics outcomes demonstrate that the majority of children are phonetically confident and are in line with national expectations. Assessment of reading shows that the majority of children read with fluency and understanding and in line with national expectations. End of Key Stage 2 outcomes in reading are in line with national expectations.
Improve mathematical outcomes for disadvantaged children by the end of KS2	KS2 mathematics outcomes for 2025 show that there is an increase to the number of disadvantaged pupils that meet the expected standard.
To achieve and sustain improved well-being for all pupils in our academy particularly our disadvantaged pupils.	Sustained high levels of well-being from 2025 demonstrated by: <ul style="list-style-type: none"> <li>• Pupil voice, parent surveys, teacher observations, pastoral support referrals.</li> <li>• Increased participation in the wider academy offer including enrichment activities particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance up to and including 2025 demonstrated by: <ul style="list-style-type: none"> <li>• Overall attendance rate is in line or greater for all pupils including those who are disadvantaged.</li> <li>• Percentage of pupils who are persistently absent is in line with national expectations including those who are disadvantaged.</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: £10,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in Professional Development Programme GTT (Great Teaching Toolkit)	<p>Our professional development programme, GTT, covers the different dimensions of teaching. It is built on the model of great teaching. It's a curriculum for teacher learning. The Great Teaching Toolkit helps teachers to:</p> <ul style="list-style-type: none"> <li>* <b>set specific goals</b> for improving their classroom practice, where everyone's voice is heard.</li> <li>* <b>build understanding</b> in areas that make the most difference.</li> <li>* <b>develop skills</b> through modelling, instruction, safe rehearsal and feedback.</li> <li>* <b>embed habits</b> with development cycles of deliberate practice, feedback and reflection.</li> </ul> <p><a href="https://evidencebased.education/great-teaching-toolkit-cpd/">https://evidencebased.education/great-teaching-toolkit-cpd/</a></p>	1,2,3
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Read, Write Inc) to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Provide high quality professional development for all teaching staff in Writing.	<p>The quality of teaching is at least good and supports high quality outcomes for all children, including disadvantaged children.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	1,2,3
Enhancement of our maths teaching and curriculum plan in line with EEF and DFE guidance. Fund release time for teaching staff to work with the NCETM.	<p>Working on evidence based approaches to mathematics in conjunction with the National Centre for the Excellence in Teaching Mathematics</p> <p><a href="#">Improving mathematics in the Early Years and Key Stage 1</a></p> <p><a href="#">Improving mathematics in key stage 2 and 3</a></p> <p><a href="#">NCETM</a></p>	3
Purchase standard diagnostic assessments and a tracking system.	<p>Standardised diagnostics assessments can provide reliable insights into the specific strengths and weaknesses of each cohort and pupil to help ensure they receive the correct additional support through interventions or teacher instructions.</p> <p>Pupils' progress needs to be tracked regularly and systematically through whole school systems. This supports a cyclical process of</p>	1,2,3

	data gathering and analysis which informs target setting, interventions and revision programmes. <a href="#">EEF Guide to the Pupil Premium Autumn 2021</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £57,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support in EYFS and KS1 to allow pupils to keep up not catch up.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Provide additional reading sessions targeted at disadvantaged pupils who require further support in KS2.	Targeted reading interventions using Herts for Learning have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Provide additional mathematical sessions targeted at disadvantaged children who require further support.	Targeted mathematics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: £8,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide whole staff training on behaviour and strategies to support pupils' mental	Both targeted interventions and universal approaches can have positive overall effects:	4

well-being with a view to adopting a whole-school approach to mental well-being.	<a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Appoint, training and provide release time for an attendance officer to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	5
Provide specialist support to pupils who need it most, in a timely and responsive approach. The lunch club, pastoral, SEMH intervention, uniform and trips etc	Both target and universal approaches can have positive overall effects. EEF behaviour interventions.	4
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £76,590**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Cohort	REM (% AS)	WRI (% EXS)	WRI (% GDS)	MAM (% AS)	SCI (% EXS)
Average	57	50	5	43	95
Boys	47	42	0	47	95
Girls	65	57	9	39	96
EAL	100	100	0	100	100
Not EAL	56	49	5	41	95
SEN	20	10	0	0	100
Not SEN	69	63	6	56	94
FSM	60	30	10	30	100
Not FSM	56	56	3	47	94
Pupil Premium	60	30	10	30	100
Not Pupil Premium	56	56	3	47	94

  

Improved oral language skills amongst disadvantaged children	<p><b>Early language intervention</b></p> <p>The number of children who require early language support continues to rise following the pandemic. The impact of the work is beginning to demonstrate a positive impact.</p>
Improved reading outcomes for disadvantaged children	<p><b>Phonics</b></p> <p>74% of children in Year 1 attained the phonics pass mark. 75% of children eligible for Free School Meals attained the phonics pass mark. This continues to improve each year.</p>
Improve mathematical outcomes for disadvantaged children by the end of KS2	<p><b>Maths</b></p> <p>43% of disadvantaged children met the standard. This was in line with their peers at the end of KS2.</p>
To achieve and sustain improved well-being for all pupils in our academy particularly our disadvantaged pupils.	<p><b>Wellbeing</b></p> <p>Our teaching staff continue to support our most disadvantaged children supported by our learning support team. Interventions are tracked, monitored and</p>



	evaluated, and feedback from children is sought to improve our well-being offer.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p><b>Attendance</b></p> <p>Overall attendance is consistently above the national average. Attendance for those children receiving PP continues to track below whole school attendance. This continues to be carefully watched and monitored with robust procedures in place to improve this.</p>

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>	
How did you spend your service pupil premium allocation last academic year?	We have a pastoral support worker who is dedicated to the emotional well-being of service children. We run clubs where children can get together and talk about their unique experiences as well as take part in arts and crafts. Support is offered towards costs for enrichment activities.
The impact of that spending on service pupil premium eligible pupils	
What was the impact of that spending on service pupil premium eligible pupils?	All children were monitored closely during school closures. Pupils benefited from targeted academic support and well-being support.



## Further information (optional)

### **Priory Trust**

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda. The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.