

Pupil premium strategy statement – Witherley Church of England 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	98
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Debbie Middleton (HT)
Pupil premium lead	Debbie Middleton (HT)
Governor / Trustee lead	Rob Boland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21110
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>	£21110

Part A: Pupil premium strategy plan

Statement of intent

Witherley is a happy, welcoming and family orientated school with a hardworking, dedicated and enthusiastic staff team. The leadership team is well established and there are strong relationships between all stakeholders. We encourage everyone to 'Let their light' shine through our ethos of high expectations for all. Our aim is that all pupils and staff achieve their full potential.

We are a smaller than average primary school on the Leicestershire/Warwickshire border and consequently a large proportion of our cohort come from outside of our catchment area (approximately 65/70%). Consequently, our demographic is mixed in terms of deprivation.

For us, early intervention is key with a particular focus on oracy and foundational skills in reading, writing and mathematics. We are constantly striving to improve our practice in these areas through curriculum development whilst also providing targeted interventions to individual and groups of pupils. Our curriculum is the key to unlocking our pupils potential and we aim to provide **all** pupils with the knowledge, skills and opportunities necessary to achieve their full potential.

We are known for our strong ethos of inclusion and provide a nurturing environment for pupils and parents. We strongly believe that everybody matters and firmly believe in treating all members of our school community with compassion and respect. There is a collective understanding of the impact of disadvantage on pupils' learning and a shared ambition for **all** our pupils and it is this that drives our work to address educational disadvantage within our school.

There is a sharp focus on quality first teaching and providing pupils with quality learning experiences at all levels of leadership. The leadership team plays a significant role in evaluating this progress through ongoing supportive monitoring and quality assurance. This is done through a variety of approaches including, modelling, coaching, and training.

A clear understanding of the overall goals and milestones that are set out at the start of this strategy, facilitate conversations between, staff and governors. This positively supports the ongoing school to school improvement with our local collaborative and Leicestershire. This ensures quality assurance is transparent, accurate and focussed on school improvement.

Challenges

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

Challenge number	Detail of challenge
1 SEMH	<p>Observations, discussions and assessments have identified an increase in pupils in social and emotional issues. These challenges particularly effect disadvantaged pupils and can impact on their attainment.</p> <p>Pupils requiring support in these areas have increased since the pandemic and continue to rise as the cost-of-living crisis continues. These pupils are at risk of underachievement as a result of these issues.</p>
2 SEND	<p>Our observations, discussions and assessment of pupils have identified that many of our educationally disadvantaged pupils experience additional needs which impact on their learning, wider school life and experiences outside the school gate.</p> <p>Half of our PP children (50%) have identified additional needs e.g. English second language.</p>
3 QFT	<p>Assessments, observations and discussions with parents and pupils have identified that some of our educationally disadvantaged experience challenges that impact on their learning. This is why we work to ensure all pupils have quality first teaching with high quality expert practitioners daily to ensure highly effective early interventions and high-quality classroom practice is in place for all.</p>
4 Foundational Skills	<p>Monitoring, assessments and observations indicate that early foundational oracy and writing skills are underdeveloped and this is more prevalent in our educationally disadvantaged pupils.</p> <p>As a result, they are at risk of underachieving and we need to ensure high quality daily teaching and interventions are in place so that every child can experience success in the classroom.</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
To achieve and sustain improved wellbeing for all pupils in school and particularly our disadvantaged.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils.

Improved maths, reading and writing progress for disadvantaged pupils with SEND needs.	Progress for disadvantaged pupils with SEND needs will be in line with that of other pupils.
Improved maths, reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2.	Reading and writing outcomes in 2026/27 are in line with that of Leicestershire.
Improved oracy and foundational writing skills (handwriting, pencil grip, posture) at the end of EYFS and KS1.	Assessments and observations indicate significantly improved oracy and core writing skills amongst disadvantaged pupils, leading to improved outcomes at the end of EYFS/KS1 (consistently at or above national/county levels).

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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part fund weekly SENCO's out of class role – including, monitoring and supporting staff and developing strategies to recognise and support pupils with additional needs.	<p>The evidence supporting responsive teaching is robust and comes from various studies and reports that highlight the positive impact of adaptive teaching on student learning outcomes.</p> <p>https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide</p> <p>Five a day: supporting high-quality teaching for pupils with... EEF</p>	1,2,3
In writing, rewrite the curriculum and bring it in line with recommendations of 'The Writing Framework 2025'	<p>Writing sits at the heart of every subject and helps pupils to access the curriculum. When you teach pupils to write, you're not just helping them master a skill. Writing allows pupils to organise their thoughts, communicate clearly and deepen their understanding. Research shows that writing can also boost wellbeing and spark creativity, giving pupils a way to express themselves and</p>	2,3,4

<p>Continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of pupils writing skills</p> <p>High quality training and support on:</p> <ul style="list-style-type: none"> • Jane Considine 'The Write Stuff' Years 1-6' • Differentiation • Inclusion by Design • Adaptive Teaching 	<p>make sense of their experiences (Tan et al., 2021).</p> <p>Learning to write well helps level the playing field. This is especially important for children from disadvantaged backgrounds. In 2025, the DfE reported that only 59% of disadvantaged pupils met the expected standard in writing at the end of Key Stage 2, compared to 78% of their peers. And pupils who struggle with writing at primary level are less likely to achieve a grade 4 or above in English GCSE (DfE, 2012).</p> <p>The writing framework - GOV.UK</p> <p>Staff CPD is a critical factor in the improvement of schools. It ensures that teachers and other staff are continuously updated with the latest research, policies, and pedagogy, which is essential for effective teaching and learning. CPD can improve the learning and life chances of all children and including those who are disadvantaged, leading to better outcomes for all learners.</p> <p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute</p>	
<p>HT to participate fully in Collaborative Peer Triad group</p>	<p>www.gov.uk/government/publications/school-improvement-through-school-to-school-support</p>	<p>2,3,4</p>

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

Budgeted cost: £ 12,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional handwriting interventions targeted at disadvantaged pupils	The Department for Education's writing framework highlights that handwriting is a central part of transcription – the practical skills needed to get ideas onto the page. Research shows that handwriting text is beneficial for learning, as it influences how we encode information and supports memory (Ose Askvik, 2020). It also impacts conceptual understanding (Horbury, 2021). When pupils develop fluent handwriting, writing becomes less stressful and much more enjoyable, helping them grow into confident writers (Graham et al., 2012).	4
Targeted interventions in reading, writing and maths aimed at pupils who are disadvantaged and also have additional needs.	Evidence consistently shows the positive impact that targeted support can have, including for those pupils who are not making good progress within the curriculum https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2

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

Budgeted cost: £ 5172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partially fund the schools targeted Forest School Provision	Forest School provides children with Special Educational Needs and Disabilities (SEND) and Social, Emotional, and Mental Health (SEMH) challenges with unique opportunities to grow, learn, and thrive. Forest School fosters resilience, independence, and confidence in a supportive and sensory-rich environment. https://embersoutdoorlearning.co.uk/the-importance-of-forest-school-for-children-with-send-and-semh/	1,2
Partially fund disadvantaged pupils access to		1

breakfast and afterschool club		
Provide enrichment activities to support the social and emotional wellbeing of disadvantaged pupils including through subsidy	<p>Pupils to have opportunities to access a variety of different enrichment activities - trips, visits and residential activities.</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	1

Total budgeted cost: £ 24427

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25 KS2 Results			
	School Disadvantaged	National Non-disadvantaged	National Disadvantaged
% expected standard RWM	33%	69%	47%
% higher standards RWM	-	11%	4%
Average score - reading	97	106	N/K
Average Score - Maths	106	105	N/K

Phonics results were positive with 100% of disadvantaged pupils achieving the expected standard in year 1. Our disadvantaged pupils did not achieve the expected standard but made significant progress and tripled their previous scores.

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
Twinkl Phonics	The Write Stuff
Forest School	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Our service pupil premium money was spent on supporting attendance at breakfast and after school club as well as additional support in reading, writing and maths.

The impact of that spending on service pupil premium eligible pupils

At the end of key stage 2 100% of our service pupil premium pupils achieved the expected standard in maths. They also made expected progress in all areas and better than expected in maths in upper key stage 2.