



Pupil Premium Strategy Statement Great Waltham C of E Primary School

Our Christian vision is underpinned by Jesus' example of love for all and is summarised in 1 Corinthians 16:14.

'Let all that you do be done in love.'

We ASPIRE for us all to be confident, happy and caring individuals, to love as Jesus shows us and to develop a love of learning, living responsibly in God's world.

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	166
Proportion (%) of pupil premium eligible pupils	16%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Head Teacher Mrs. Justine Brooks
Pupil premium lead	Deputy head Teacher Mrs Liz Boyle
Chair of Governors	Lead for Disadvantaged Pupils Mr. Steve Huggins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,613
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,598

<p>Total budget for this academic year</p> <p><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></p>	<p>£39,211</p>
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Part A: Pupil premium strategy plan

Statement of intent

We ASPIRE for all our children to be confident, happy and caring individuals, to love as Jesus shows us and to develop a love of learning, living responsibly in God's world.

It is our aim that all pupils, irrespective of their background, make good progress and leave our school at least at the age expected level. We want all children to be lifelong learners, possessing the essential skills and knowledge they require to enable them to reach their full potential. The purpose of our Pupil Premium Strategy is to support our disadvantaged pupils in achieving these aims.

At Great Waltham C of E Primary School, we take a pride in our broad and balanced curriculum which enables all children to learn and develop their skills to the best of their ability. We promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.

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 all pupils receive quality first teaching.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.
- address non-academic barriers to attainment.

Challenges

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

Challenge number	Detail of challenge
1	<p>In some year groups, especially in core subjects, disadvantaged pupils do not progress in line with the rest of the cohort, therefore, do not reach age expected levels.</p> <p>Whole School attainment Writing 2023-24 - 62% Reading = 76% Maths= 74%</p> <p>Pupil Premium attainment Writing 2023-24 - 35% reading = 54 % Maths = 42%</p>

2	64% of our pupil premium children have experienced social or emotional challenges in their lives, and struggle with their emotional well-being. There is a need for having an in-depth focus on the following elements; relationships, coregulation, regulation and resilience.
3	Improving attendance is a whole school priority, pupil premium attendance data falls below whole school levels as well as national. Attendance for Pupil Premium children 2023-24 = 93.49% Compared to whole school attendance 2023-24 = 95.54%

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 attainment in writing for all pupils.	<p>Writing outcomes will show an increase in attainment to be in line with age expectation.</p> <p>Children to be able to write effectively for a range of purposes and audiences, selecting language that shows good awareness of their reader.</p> <p>Children demonstrate a secure understanding of punctuation and grammar.</p>
Improved attainment in maths for all pupils.	<p>Maths outcomes will show an increase in attainment to be in line with age expectation.</p> <p>Continued work with the local Maths Hub with a focus on adaptive teaching and developing multiplication.</p> <p>Whole school use of Mastering Number Programme.</p> <p>Teachers evaluate and adapt teaching methods based on feedback from Maths Hub.</p> <p>Maths intervention and booster sessions for pupils identified as needing additional support.</p> <p>Make use of formative and summative assessments to secure pupils' progress.</p>
Improved attainment in reading for all pupils.	<p>Reading outcomes will show an increase in attainment to be in line with their peers.</p>

	<p>A comprehensive literature spine established and accessible to all disadvantaged pupils.</p> <p>Full engagement with the English Hub programme to increase reading standards across the whole school, with a focus of early reading for disadvantaged pupils.</p> <p>Children develop a love of reading and to read increasingly challenging material independently.</p> <p>An increased familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>
Increased attendance for disadvantaged pupils.	<p>Positive feedback from parents/staff/pupils. Positive impact on attendance for pupils with SEMH.</p> <p>An increased level of attendance for identified key groups of children.</p> <p>Pupils to use/engage with support initiatives in school to embed a positive start to the school day.</p>

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: £28,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>LSAs to support disadvantaged pupils in</i>	<p>Within class, children can access quality first teaching and have concepts explained in a way that supports their learning style - auditory, visual, kinaesthetic and multisensory.</p> <p>EFF research - Making Best Use of Teaching Assistants</p>	1,2,3

<p><i>the classroom setting.</i> Cost £8986</p>	<p>Learning mentor time</p> <p>Improving Social and Emotional Learning</p>	
<p>Dedicated LSA time for English and maths interventions, in addition to whole class teaching. (Rapid reader scheme, number stacks scheme, NCETM Ready to Progress) Cost £17,605</p>	<p>A number of children have missing key knowledge in maths and are therefore slipping behind their peers. Maths intervention targets specific gaps in knowledge.</p> <p>https://senresourcesblog.com/2019/09/16/review-number-stacks/</p> <p>EEF based evidence- 'Quality and quantity of feedback that pupils receive is more focused and the level of concentration and perseverance amongst pupils is greater. Enables metacognition for pupils specific next steps planning of learning by pupils. High impact on achievement'. 'Small groups allow close collaborative approach to learning and peer work/assessment to flourish impacting highly on accelerating progress. High impact on achievement'.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition</p> <p>Reading intervention – Rapid Readers Learning Support Assistant with small group or individual with targeted reading material. This is with the aim to consolidate skills through supported independent practice at school and, if possible, at home. Ongoing assessment helps keep children at the right level for them and move them on at exactly the right pace.</p> <p>https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3752</p>	<p>1</p>
<p>CPD from Myland English Hub</p>	<p>https://literacytrust.org.uk/training-and-workshops/english-hubschools/</p> <p>English Hub schools take a leading role in supporting primary schools to improve the teaching of early language, love of reading and phonics. The National Literacy Trust offers high quality resources and CPD to support some of these aims.</p> <p>https://www.mylandenglishhub.co.uk/welcome/</p>	<p>1,</p>
<p>Pupil Premium Lead time Cost £2000</p>	<p>The Pupil Premium lead ensures the effective implementation of the strategy. Work with pupil premium families and children to ensure barriers to learning are removed and sustained alongside supporting other teachers around quality of provision.</p> <p>CPD for Pupil Premium Lead to embed best practice across the school.</p>	<p>1,2,3</p>

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

Budgeted cost: £2209.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Collaborative learning groups</i>	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2,3
<p>Robust diagnostic assessment resources to have and high impact interventions (NFER reading assessment resources) Cost £343.50</p>	<p>Embedding summative assessment aims to create a culture of continuous improvement in schools by embedding quality and purposeful assessment practices. These practices help teachers understand pupil learning, identify areas for improvement, and adapt teaching strategies to individual needs, thereby enhancing pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/projects-andevaluation/promising-programmes/embedding-formative-assessment</p>	1,
<i>Education materials to support</i>	<p>Children use study guides to support the metacognition of previous topics taught. Children make progress in reading when they enjoy the reading material they are presented with. Our children love the comics and newspapers which contain a range of genres and levels of reading.</p>	1,2

<i>home learning.</i> Cost £457	Touchstone research has proven the phenomenal statistic that whether or not a child enjoys reading is more important to their educational success than their family background. In other words. Reading for pleasure is the single most important indicator of a child's future success.	
<i>Tutoring by teaching staff</i>	Our after-school booster sessions give our pupils bespoke support in a small group setting allowing pupils to have recap sessions on topics that were complex and that they needed support in gaining fluency within the classroom setting.	1,2,3
<i>2x weekly homework club for pupils to complete home learning tasks.</i>	Providing access to support with home learning tasks, enables pupils to feel confident that they can complete and upload work to the online learning platform Google Classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3
<i>Learning mentor time</i> £1409	Pupils coming into school with additional worries from home are less able to access the quality first teaching. Through dedicated time to talk with a familiar adult about home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3

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

Budgeted cost: £8,410.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School sustainability of Trauma Perceptive Practice.	<p>TPP is the Essex approach to understanding behaviour and supporting emotional well-being. It has been developed by people who work in and with Essex schools.</p> <p>All staff engaging in updates and reminders of best practice will ensure a better understanding of behaviour and supporting emotional wellbeing with our disadvantaged pupils.</p>	2,3

	https://ueaeprints.uea.ac.uk/id/eprint/93368/1/2023MellorSEdPsyD.pdf https://www.efspt.org/TPP/	
Clubs for pupil premium children include breakfast club Cost £1160.50	<p>Our school breakfast club is a fantastic start to the school day. We make sure that children who attend get a healthy breakfast a subsidised cost. It improves the children’s readiness to learn, increases concentration, and improves the wellbeing and behaviour. https://educationhub.blog.gov.uk/2022/11/24/how-we-are-ensuring-thousands-of-children-receive-a-healthy-nutritious-breakfast/</p>	1,2,3
YMCA one to one counselling support Cost £3800	<p>A small group of our children need opportunities to discuss and address concerns and worries. We know that school counselling provides a safe space for the children to open up about any issues they are facing.</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21january-effectiveness-of-school-counselling-revealed-innewresearch/#:~:text=Reductions%20in%20psychological%20distress,who%20only%20received%20pastoral%20care.</p> <p>https://educationendowmentfoundation.org.uk/earlyyears/toolkit/social-and-emotional-learning-strategies</p>	2
<i>Weekly well – being group for pupils who require additional support at lunchtime.</i>	<p>It is widely understood that positive health and wellbeing – including mental health – contribute to a child’s ability to flourish, thrive and achieve (Public health England 2014).</p> <p>We must equip our pupils with skills such as resilience, self-awareness and self-belief in order that they can navigate challenges at school and beyond without compromising their performance.</p>	1,2
FSM Checks and support for families Cost £250	<p>There is extensive evidence that providing school meals to vulnerable children improves both health and learning outcomes. Providing a nutritious, hot lunch results in long-lasting health outcomes through improved diet quality and by reducing obesity rates.</p> <p>We ensure that we annually re-check the eligibility of our children to support them financially.</p>	2
Therapy dogs 2 hours cover per week Cost £1400	<p>Our therapy dogs provide a wonderful calming experience where the children become more confident and trusting during their sessions. https://tdn.org.uk/schools-2/</p>	2

<p>Welcome club 1 ¼ x HLTA LSA £1005</p>	<p>Our welcome club removes barriers to entering school and provides a bespoke start to the school day. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-ofcommunity-and-belonging-for-pupils</p>	<p>2,3</p>
<p>Pupil Attendance consultancy Cost £1800</p>	<p>Attendance continues to be a concern for some children in school. We need to build capacity and take a hands-on approach to attendance. Our objective is to ensure our children come to school regularly and are supported when attendance falls down.</p>	<p>1,2,3</p>

Total budgeted cost: £39,211

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

<i>Our intended aims and outcomes from the previous strategy statement</i>	
<i>Intention</i>	<i>Outcome Successes</i>
Wellbeing – to achieve and sustain good levels of mental and physical health	<p>Wellbeing provision has continued to have a strong positive impact this academic year. A number of pupils that have benefitted from sessions with the therapy dog, regular learning mentor time, and access to counselling have all had improved access to learning in class and improved emotional regulation, confidence, and overall engagement in school.</p> <p>The school has also provided financial support to enable pupils to participate in sports and enrichment events, promoting physical health, teamwork, and a sense of belonging.</p> <p>The introduction of our ‘Welcome Club’ has been popular with many children. It provides a calm, structured start to the day, helping to reduce anxiety caused by transition from home to school.</p> <p>Homework Club for Year 5 and 6 pupils, held weekly. It provided a structured environment where homework tasks could be completed. Children and parents reported this helped to reduce anxiety around homework. Furthermore, it improved the quality and completion rate of work set, and promoted responsibility and independence in learning.</p>
Academic Catch-up in English and maths	<p>The Rapid Readers intervention has had a positive impact on pupils who were identified as working below age-related expectations in reading. 100 % of the pupils supported in the intervention have made progress in their reading ages. The sessions have supported the development of a range of reading skills. The pupils have benefited from structured modelling and guided practice, which has helped close gaps in understanding and improved reading fluency and confidence.</p> <p>Membership and ongoing support from the ‘Myland English Hub’ has enabled the English Lead to access targeted CPD, coaching, and networking opportunities, which have enhanced subject knowledge, strengthened the teaching of phonics and early reading, and supported the implementation of a consistent whole-school reading approach.</p> <p>Thanks to the Reading Book Grant from the Myland English Hub for EYFS and KS1, our early readers now enjoy a greatly improved reading provision. The grant has enabled us to enhance our reading resource offer. Our broader range of books enable our pupils to choose texts that truly match their interests and reading levels.</p> <p>In addition, we have updated our recommended reading spine across the school. We have broadened the diversity of themes represented and increased the level of challenge within the genres available to pupils.</p>

	<p>Alongside catch up, it was recognised that our Pupil Premium children needed a focus on vocabulary. As a result of this, we introduced 'Complete Comprehension' as an ordinarily available resource for whole class teaching of reading. Our focus of oracy is at the heart of the teaching of reading. There has been a positive impact in the development of our pupils' speech, language and communication of their ideas about the texts that they have read. There is a greater consistency and confidence in delivering high-quality reading lessons.</p>
Parent Support and Partnership	<p>Disadvantaged pupils' families were supported by school to ensure learning was maximised and additional resources provided as needed.</p> <p>Time has been given to families on a need basis to support the accessing of a range of school provision. E.g. Breakfast club.</p> <p>Relationships between families and school staff have remained strong throughout the year and continue to be a key strength of the school's provision. Staff work closely with families to address barriers to attendance, behaviour, and learning, ensuring pupils receive consistent support at school. This strong partnership has contributed to improved pupil wellbeing and a greater engagement in learning.</p> <p>Our success in our Inclusion bid has enabled our plans for our outdoor classroom to be finalised. This has enabled us to plan for to developing a sustainable culture of outdoor learning which benefits pupils both academically and allows them to learn in a happy and safe environment.</p>
Improved attainment in writing	<p>Through the introduction of the 'Ready Steady Write' evidence based primary writing scheme, all pupils have benefitted from high quality, language rich literature. This has provided our children with a structured and sequenced approach to writing. This focus on writing across all classes has ensured that pupils have regular opportunities to apply taught skills. Since the introduction of the scheme, 32% of pupils that were below age expected standard at the start of the academic year are now working at the expected standard. Our teachers report improved engagement and enthusiasm for writing, particularly among Pupil Premium pupils - who benefit from routine, modelling, and targeted feedback. Work scrutiny and assessment data show improvements in sentence construction and vocabulary choice.</p>

Contextual Data for Pupil Premium Children within whole school pupil numbers

Number of Pupils	171
% of Pupil Premium	17.5%
Attendance	95.1%
Exclusions	0

Attainment for KS2 Assessments

Average scaled scores

	Pupil Premium	Cohort
Reading	101	104
Writing	101	104
Maths	100	104

Pupils Attaining expected standard at End of KS2

	% of Pupil Premium children who met the expected standard or better.	Overall Cohort
Reading	67%	71%
Writing - Teacher Assessment	67%	71%
GPS	67%	71%
Maths	50%	67%

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
Extra-curricular sports scheme	Multisports
Maths support	CGP Books
Well-being workshops	Ignite Arts
Reading for pleasure	First News Phoenix Comics