



Walford Nursery & Primary School Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Walford Nursery & Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	6.5% (12 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2025 – July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Louise George Headteacher
Pupil Premium Lead	Emma Hanham Deputy Headteacher
Governor / Trustee lead	Paul Deneen Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,430.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£00,000.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,430.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Walford Nursery & Primary School's intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In creating this statement, the school considered the challenges faced by vulnerable pupils. The actions outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

We aim to:

- narrow the attainment gap between disadvantaged pupils and their peers;
- ensure all disadvantaged pupils achieve or exceed national expectations for attainment and progress;
- support pupils' health and wellbeing to ensure every pupil can access learning;
- ensure that all disadvantaged pupils participate in the academic and wider curriculum;
- address and remove barriers faced by disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed in this statement, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Challenges

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

Challenge number	Detail of challenge
1	To ensure that disadvantaged pupils achieve in line with their peers or better in Maths, Reading, Writing and Grammar. Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics, early writing and early Maths skills than their peers. This negatively impacts their development. Current school priority – writing achievement of disadvantaged pupils.
2	To ensure that disadvantaged pupils have the same aspirations as their peers, by providing enriching experiences for them to explore and understand the world around them, e.g., <i>breakfast and after school clubs, therapies, instrumental music lessons, trips, residential visits enrichment activities, etc.</i>
3	To ensure that the social, emotional and behavioural needs of disadvantaged pupils are met, in order to support their well-being and their ability to learn. Introduction of Therapeutic Thinking principles across the school to promote a consistent approach for all learners. <i>33% of SEND Register are identified SEMH needs.</i>
4	To ensure that children attend school every day.
5	Parents and carers are supported to engage their child's learning. Class teachers, TAs, the Headteacher and external agencies work together with parents and carers to promote effective outcomes for pupils via day to day contact, curriculum workshops, Togetherness Parental workshops, parents' evenings and reports.

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
Pupils make at least expected progress across the curriculum. Improved reading, writing, grammar and maths attainment among disadvantaged pupils.	Pupils know more, remember more and can do more across the curriculum. Pupils achieve in line with peers and national expectations, or better. KS2 Reading, Writing, Grammar and Maths outcomes by 2025-2026 and 2026-2027 show that 100% of disadvantaged pupils meet the expected standard.
Pupils are supported with the development of their reading skills and, if identified as the lowest 20% of readers, are part of the school's targeted reading programme and 1:1 tutoring (RWI). Pupils are supported to develop their range of vocabulary.	Pupils achieve in line with peers and national expectations, or better. KS2 reading outcomes by 2025-2026 and 2026-2027 show that 100% of disadvantaged pupils met the expected standard.
Pupils engage with Oxford Owl, RWI Portal, Reading Plus, etc.	Pupils' reading age is accelerated and fewer children identified as the lowest 20% of readers.
Pupils are supported to regulate their emotions and access their learning.	ELSA's (Emotional Literacy Support Assistants) engage with pupils to support their emotional well-being and mental health. Three members of staff trained to be ELSA's and ongoing training and updates opportunities provided. Sustained high levels of well-being from 2025/26 demonstrated by qualitative data from pupil voice, pupil and parent/ carer surveys and teaching observations. External Butterflies Play Therapy to support children's emotional wellbeing. Introduction of Therapeutic Thinking principles to support all learners.
Pupils access the wider curriculum.	Opportunities are provided for pupils to access the wider curriculum, e.g., clubs, music lessons, organised workshops,

	community projects, inter-sport, trips, residentials, etc. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Parents/carers are financially supported with their child's uniform, morning toast, musical instruments, trips, clubs and residential visits.	Pupils are offered the option to attend breakfast / after school clubs. Pupils are offered a morning snack (toast) daily. Pupils are offered the opportunity to learn a musical instrument, funded by school. Educational trips, residentials and school uniform is subsidised as appropriate. Y6 to be offered Executive Breakfast Club during the Spring / Summer 1 Term of each academic year.
Pupils attending school very day in order to maximise their wellbeing and academic achievement.	Individual pupil's attendance is at least 97%. Support provided where needed to ensure high attendance.
Parents and carers are supported to engage their child's learning.	Class teachers, TAs, the Headteacher and external agencies work together with parents and carers to promote effective outcomes for pupils via day to day contact, curriculum workshops, Solihull parental workshops, parents' evenings and reports.

Activity in this Academic Year (2025 – 2026)

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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing CPD Read, Write Inclusive programme to secure highly effective phonics teaching for all pupils, including RWI Consultant Development Days, termly assessment meeting with RWI Consultant and weekly training for all staff with Reading Leader. Budget: £2,000, including two development days, two online catch-up and purchase of new resources.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 6
Enhancement of our maths teaching and curriculum planning, in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	1, 2, 6

(including Teaching for Mastery training for teachers, TAs and ECT, Mastering Number KS2). Budget: £1,000 for teacher release time	<u>Improving Mathematics in Key Stages 2 and 3</u>	
Provide all pupils with Quality First Teaching. Classes provided with TA support. Pupils provided with effective feedback.	Improve outcomes across the curriculum. Outcomes of formative assessment, progress in books, summative assessments. Regular discussions with pupils. Interventions put in place swiftly if a pupil starts to fall behind, including pre and post teaching. EEF guide to Pupil Premium – tiered approach: teaching is the top priority, including CPD. Sutton Trust: Quality First Teaching has direct impact on pupil outcomes.	1, 2
Provide pupil subscriptions to enhance pupil's home learning and consolidation of key aspects of learning: • Oxford Owl • Reading Plus • Clicker • SATs Bootcamp • Spelling Shed • Times Tables Rock Stars (TTRS) / Numbots • Phonics Play Budget: £1,000	'Students are 38% faster at answering times tables questions after using TTRS than before.' Shine Trust EEF Toolkit: parental engagement EEF Digital Technology: clear evidence technology approaches are beneficial for practice and consolidation.	1, 2

Targeted Academic Support

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (RWI 1:1 Tutoring) targeted at disadvantaged pupils who require further phonics support. Additional reading interventions in place for pupil in KS2 (Engaging Eyes, Dyslexia Gold). Individual assessments for Dyslexia, where appropriate. Budget: £2,000	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: Phonics Toolkit Strand Education Endowment Foundation EEF ‘Phonics has a positive impact overall (+5 months) with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ EEF	1, 2
Year 6 Executive Breakfast Club – daily revision sessions in preparation for the end of key stage assessments (Spring Term). Budget: £1,000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

Wider Strategies

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

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide therapies , workshops, e.g., Butterflies Play Therapy, to support pupils social, emotional and behavioural needs. Budget: £6,000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2, 4
ELSA (Emotional Literacy Support Assistants) to provide weekly sessions for pupils to support their social, emotional and behavioural needs. Budget: £1,000		2, 4
Provide opportunities for pupils to access the wider curriculum , e.g., Forest School, organised workshops, community projects, inter-sport, etc. Budget: £2,000	EEF: sports participation increases educational engagement and attainment. EEF: outdoor learning shows positive benefits on academic learning and self-confidence.	3
Provide a daily morning snack (toast) Budget: £1,000	Eating well is essential for all children. A slice of wholemeal toast provides pupils with the extra energy needed to feel satisfied throughout the morning in school. Teachers report that this healthy mid-morning snack helps with pupils focus, concentration and behaviour in the classroom.	3
Financial support with pupil's uniform, musical instruments, trips, clubs and residential visits.	EEF toolkit supports many of the elements of engagement that this funding underpins.	3

Budget: £4,000		
Provide opportunities to raise pupils' aspirations , e.g., trips, visitors, etc. Budget: £1,500	EEF toolkit supports many of the elements of engagement that this funding underpins.	3
Attendance: Implement updated attendance policy rigorously and consistently to secure high levels of attendance. Use Attendance Officers, LA support services, Early Help Assessments, etc., to improve attendance where necessary. Budget: £1,000	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Provide opportunities to forge parental/carers engagement with children's learning, e.g., Learning with your Child events in Reception Class (Phonics and Maths) throughout the year. Maths Across the School Learning Walk Mastering Number Parental Workshops (EYFS, Year 1 and Year 2) Budget: £5,000	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

Total Pupil Premium Funding: £ 28,500.00

Total budgeted cost for school: £ 24,450.00

Part B: Review of Outcomes Previous Academic Year (2024 – 2025)

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupil Premium Attainment for 2024 - 2025

Year 6 Pupil Premium (4 pupils – 16%, 1 child disappled and 75% SEND):

RWM combined: 50%

RWM combined at greater depth: **0%**

Subject	EXS	GDS
Reading	75%	0%
Writing	50%	0%
Maths	50%	0%
Grammar	50%	0%

Externally Provided Programmes

Programme	Provider
Phonics: RWI	RWI
The Write Stuff	Jane Considine (The Training Space)
Reading Plus	Daisy Education
Phonics Play	Phonics Play
Teaching for Mastery in Mathematics	NCETM / SHaW Maths Hub
Mastering Number	NCETM / SHaW Maths Hub
Jigsaw PSHE	Jigsaw
Forest School Practitioner	Forest School
ELSA	ELSA
Curriculum	Kapow
NfER Assessments	NfER