

Pupil Premium Strategy Statement – Wenlock CE 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 in the last academic year.

School overview

Detail	Data
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	35.14% (110 pupils)
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)	2025 - 2026 (adapted year 2 of 3-year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Olivia Burke
Pupil Premium Lead	Carly Oliver
Governor / Trustee lead	Charity Yearwood

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£186,345.00
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>	£186,345.00

Part A: Pupil Premium Strategy Plan

Statement of intent

- *Our aim for disadvantaged pupils is for them to flourish and achieve at the same level as our non-disadvantaged children. We want all children to leave Wenlock eager and with the knowledge and key skills to develop themselves as learners. The curriculum is designed to ensure that children are confident and fluent readers, can use mathematical skills to solve problems, and have a broad understanding of the world.*
- *We aim to equip pupils to be a light for the world and be positive members of our community. They will have opportunities to share their views and be leaders within the school. We want our disadvantaged pupils to have the same experiences and opportunities as their peers. These opportunities should inspire and encourage them to achieve their full potential.*
- *We aim to break down the barriers that many of our disadvantaged pupils face, but we also recognise that these barriers exist for other pupils who are not eligible for funding. We aim to support all pupils and their families. We will monitor progress closely and work closely with our parents and families to ensure they receive the support they need through our work with the pastoral team.*
- *Our pupil premium strategy is informed by the RADY (Raising Aspirations and Achievement of Disadvantaged Youngsters) approach, which provides an evidence-based framework for understanding and addressing the barriers disadvantaged pupils face. RADY research identifies that disadvantaged pupils often face:*
 1. **Lower expectations** from adults and themselves
 2. **Language and vocabulary gaps** that limit access to the curriculum
 3. **Limited cultural capital** and fewer enrichment experiences
 4. **Barriers to parental engagement** due to parents' own experiences of education
 5. **Reduced sense of belonging** in educational settings

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral and Vocabulary skills</p> <p>Assessments and observations indicate that many of our disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps. This is evident across the school, but is more prevalent among our disadvantaged pupils than their peers</p>
2	<p>Lack of opportunities for extra curricular activities and visits</p> <p>Our assessments, observations and discussions with pupils and families indicate that many of our disadvantaged pupils have fewer opportunities to participate in extra-curricular activities, educational visits, and cultural experiences compared to their peers. This includes:</p> <ul style="list-style-type: none"> • Limited participation in sports clubs, music lessons, and after-school activities • Fewer opportunities for trips, visits to museums, theatres, or outdoor education experiences • Reduced exposure to diverse cultural and social experiences
3	<p>Low parental support and engagement</p> <p>A significant proportion of parents and carers of disadvantaged pupils face barriers to engaging with their child's education, including low attendance at parent information evenings, limited involvement in homework support, and reduced communication with the school. This affects pupils' progress, as parental engagement has been shown to add approximately 4 months of additional progress on average.</p>
4	<p>Low Attendance</p> <p>A significant proportion of our disadvantaged pupils had attendance below the national average, with 16.8% classified as persistent absentees (missing more than 10% of sessions) and 0.9% as severe absentees (missing more than 50% of sessions) in September. This impacts their ability to access consistent teaching, maintain progress in their learning, and achieve their full potential.</p>
5	<p>Need for additional Pastoral support</p> <p>Many of our disadvantaged pupils and their families are experiencing significant challenges related to the cost of living crisis and emotional wellbeing, which impact pupils' ability to engage fully with learning. These pupils require additional pastoral support to address barriers to learning and ensure they can access the full curriculum and achieve their potential.</p>
6	<p>Attainment</p> <p>There is a persistent gap in attainment between our disadvantaged pupils and their non-disadvantaged peers across key subjects and year groups. This gap impacts pupils' progress through school and their long-term life chances, requiring targeted intervention and high-quality teaching to ensure all pupils achieve their full potential.</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
1. Access to high-level language and vocabulary	
PP children to have access to read regularly with an adult within school when they may not have the opportunity to at home.	All PP chd reading regularly in school or at home (priority readers) and the children are making progress from their baseline.
PP children to have access to a wide range of books to read within the school and local library	PP children to have access to the local library and use this to read a range of books. Chd to be actively using the school library for Accelerated Reader and reading for pleasure books.
Children to have access to quality first teaching.	All children to receive lessons and learning following the principles of quality first teaching to ensure all children are learning and making progress, including the use of stem sentences for support.
Specific intervention or pre-teaching for core subjects	Children to have access to pre-teaching for topics where needed or interventions to support gaps in learning to improve attainment
2.Lack of educational opportunities	
Pupil premium children to have access to a range of aspirational and educational visits.	Support to pay for a range of educational visits, including residential trips and trips to develop cultural capital
All pupils to have access to whole school educational licences, with priority given to those with lack access at home. Disadvantaged pupils to be meeting targeted minutes and making progress in line with non-disadvantaged pupils	All children to have access to a range of online websites to support reading (Lexia) and times table knowledge (TTRS). Priority access is given to those with PP or a lack of home access in class and through clubs.
Access to in-school booster/tutoring sessions	PP will be invited to additional small groups to support learning in maths and English. PP chd included in the SHINE programme to support in closing gaps in learning
Opportunities to attend a range of extracurricular clubs/	School clubs are open to all pupils across a range of topics to develop their wider learning outside the classroom.

Opportunities for real-life experiences.	Monitoring of PP children will show increased participation from 24/25. Pupil voice will be used to ensure all pupils have opportunities to attend clubs they are interested in Funding is available for paid sports clubs to enable PP chd to attend
3. Lack of Parental engagement	
Family learning sessions with targeted families invited	Sessions to support families to help their child at home with their learning, e.g reading and maths. Increased attendance at events from last year - monitored attendance and families
Drop-in sessions for parents to come into the school	Increased attendance of parents of PP and SEND parents are able to drop in to receive support and understand how to support their child
Support with free school meal applications.	Sessions are available to support parents in completing applications. Range of strategies to engage parents - monitor applications through the year and at key events.
Increased parental attendance at events, including school parents' evenings and events	Increased number of parents attending - monitored through the use of sign-ins at events
4. Low Attendance	
Attendance meetings and procedures to support early attendance concerns.	Early identification of children at risk, Meetings with families to discuss attendance and strategies put in place
Morning clubs and opportunities	Access given to pupils with low attendance to morning clubs to encourage attendance
Flexible starting days (Pastoral catch ups, soft starts)	Increased attendance through flexible and supportive strategies put in place for pupils
Study bugs	Increased monitoring of attendance and alerts to staff when attendance hits a trigger point
5. Pastoral support	
Social skills/ SEMH small group works	Targeted small group sessions to deliver a range of support, including zones of regulation, grief group, friendship and big emotions
1:1 support sessions	Short meetings with individual chd who have been identified as needing SEMH check-ins or emotional support from the family worker
Parent sessions	Pastoral team to organise/ deliver sessions to parents, providing guidance and support with current issues, e.g financial support, emotional and mental health guidance
6. Attainment	
Targeted intervention	Precision teaching/Lexia/ Shine Maths tutoring

High-quality first teaching	<p>Adaptive teaching – ensure lessons meet individual learning needs without lowering expectations.</p> <p>Feedback and metacognition: provide pupils with explicit guidance on how to improve and teach them to plan, monitor, and evaluate their own learning.</p> <p>Explicit vocabulary instruction – particularly effective for pupils with limited language exposure.</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: £ 147,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD – quality first teaching in staff meetings</i></p> <p><i>Mastery teaching approach</i></p> <p><i>Kagan strategies</i></p>	<p>The best strategy to close the gap for all children is high-quality teaching strategies, including mastery approach, questioning, modelling, and stem sentences.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	1, 2,5,6
<i>Talk for writing/ reading training – whole school</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
<i>HLTA CPD courses</i>	To ensure high-quality teaching/ cover for PPA and sickness cover to ensure consistency in the classroom.	1

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
<i>Pastoral team ongoing CPD/training</i>	The school is in an area of increased deprivation. Parents and children in need of support or guidance to support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 4
<i>TA training/CPD</i>	Deploying TAs to work with PP children provides them with further opportunities to apply skills learnt in all areas of the curriculum. Activities where TAs can support learning are identified. TAs receive weekly training to ensure they can provide targeted support and interventions. TAs support the teacher with formative assessment and help identify next steps, ensuring gaps are quickly addressed. TAs deliver small-group, targeted teaching as planned by teachers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1
<i>Forest school teacher (50% contribution)</i>	EEF toolkit - Outdoor and adventurous activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning SEL - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2

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

Budgeted cost: £ 11,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led tutoring – including Yr 6 boosters</i>	Tuition is one of the best evidence-based interventions we have to support disadvantaged pupils' attainment.- Professor Becky Francis https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring	1, 6

<i>Small group interventions - SHINE,</i>	https://www.sec-ed.co.uk/content/best-practice/pupil-premium-general-and-target-ed-interventions/	1, 6
<i>School licenses- Lexia, TTRS, Ed shed (percentage of licence fees)</i>		1, 6
<i>Reading quest</i>		1, 6

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

Budgeted cost: £ 27,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspirational Trips	EEF guide to pupil premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2
<i>Parental support sessions</i>	EEF teaching and learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5,3,4
<i>School clubs</i>		2
<i>Opal - outdoor play and learning</i>	EEF toolkit <i>Outdoor play and learning</i> https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning	2
<i>Pastoral sessions - nurture, friendships</i>		

Total budgeted cost: £ 186,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across the school, **PP pupils have shown improved progress from spring to summer**, especially in **Reading** and **Maths** in upper KS2. The gap between PP and Non-PP pupils has narrowed in several areas, though **Writing** remains the most inconsistent subject for disadvantaged pupils.

Strengths

- **Year 5 and 6 PP pupils** continued to show **strong progress**, particularly in **Reading** and **Maths**, maintaining or improving their strong spring-term gains.
- **Reading** progress among PP pupils is now broadly in line with or above Non-PP in upper KS2 — evidence that interventions (Lexia, Reading Quest, SHINE) are working effectively.
- **Maths** outcomes improved for PP pupils in all year groups except Year 4, reflecting effective use of small-group and targeted support.
- **The gap in attainment** between PP and Non-PP **narrowed most clearly in Year 3 and Year 5**, suggesting early intervention and catch-up strategies are effective.

Weaknesses

- **Year 4 PP pupils' attainment gap between PP and Non-PP narrowed most clearly in Years 3 and 5, suggesting that** they continue to **underperform significantly**, particularly in **Writing**, where gaps remain wide despite steady progress.
- **Writing overall** remains a weaker area for PP pupils across several year groups, with fewer pupils achieving greater depth compared to Non-PP peers.
- **Consistency of progress** between spring and summer is variable — some cohorts (e.g., Year 6) show steady progress, while others (e.g., Year 4) have plateaued.
- **Vocabulary and inference gaps** still affect reading comprehension for some PP learners in lower KS2.

Attendance:

PP figures show that 33.6% of our persistent absentees were PP children. Our overall attendance data as a school was on track to meet our target. Between Autumn and Spring, our % of children absent decreased. Attendance was significantly affected by a high number of authorised absences, including illness, during the Autumn. Attendance data included a number of children in the Autumn term who were then offrolled.

Clubs:

Numbers of PP chd increased at clubs throughout the year. This was monitored and children were targeted to attend particular clubs to support them through wider learning. The choir had 25% PP children within the summer term, which was an increase from the Autumn term. We had a targeted pastoral sports club with 71% PP chd.

75% of our PP children attended some kind of additional club, trip or workshop during the year

Boosters: support was put in place to ensure all PP chd were offered additional SATs targeted support. 100% of our PP children received additional support from Yr6 staff to enhance their learning.

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
Reading Quest	FFT
Shine	Hodder Education
Lexia	
Timestable Rockstars	
Learning by Question	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

N/A
