

# Pupil Premium Strategy Statement - Nov 2025 Update

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This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 – Walton-on-the-Hill Primary

Detail	Data
School name	Walton on the Hill Primary
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	6.3% National – 24.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	20 <sup>th</sup> November 2025
Date on which it will be reviewed	20 <sup>th</sup> November 2026
Statement authorised by	Richard Laing
Pupil premium lead	Kirsty Romero Sarah Davis Kate Francis
Governor / Trustee lead	Sarah Asher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,925
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£21,925</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Walton-on-the-Hill Primary, our pupil premium strategy is rooted in our whole-school vision that **every child is known, valued and included**, and that all pupils—especially those who may be underserved—experience a strong sense of **belonging**, access to a rich curriculum, and the highest expectations for learning and personal development.

Our ambition is to ensure that disadvantage is **never a barrier** to academic success or wider life opportunities. We commit to using pupil premium funding strategically and sustainably to secure:

### 1. Excellent teaching for every child

We prioritise investment in high-quality teaching, early identification of need, and strong foundational skills in reading, language and number. This includes consistent approaches to early reading, oracy, handwriting, number fluency and classroom practice, informed by cognitive science and the EEF's tiered model.

### 2. Targeted support that addresses need precisely

Through robust assessment and monitoring, we identify gaps early and intervene with evidence-informed programmes that strengthen core knowledge, fluency, confidence and learning behaviours. Our support is personalised, goal-driven and designed to build independence rather than dependency.

### 3. Removing barriers and building cultural capital

We ensure that underserved pupils have equitable access to enrichment, digital resources, clubs, visits, residential and wider school experiences that broaden horizons and strengthen aspiration. We support pupils' wellbeing through nurturing interventions that build resilience, self-regulation and positive mental health.

Across all areas, we aim to ensure that **progress and attainment for disadvantaged pupils match or exceed that of their peers**, that attendance improves year-on-year, and that every pupil—regardless of their background—thrives academically, socially and emotionally.

Our strategy is reviewed annually and adapted in response to emerging evidence, cohort needs and the impact of our actions. Our ultimate goal is simple: **to secure sustained, long-term outcomes that transform life chances for those children most in need of our support.**

## Challenges

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

Challenge number	Detail of challenge
1	Specific additional needs
2	Poor social and emotional mental well being
3	Access to resources and opportunities to develop cultural capital
4	Lack of parental support and engagement with education/home learning
5	Poor social and communication skills
6	Lack of reading fluency, poor vocabulary and knowledge impacting on ability to read for understanding
7	Basic arithmetic skills lacking resulting in cognitive overload
8	Poor attendance and levels of persistent absence

## 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 and Success Criteria
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## 1. Disadvantaged pupils achieve strongly in reading, writing and maths by the end of KS2.

### Success criteria:

- KS2 outcomes for disadvantaged pupils are **at least in line with national averages** for attainment and progress.
- Internal tracking shows that disadvantaged pupils make **sustained, accelerated progress** from their starting points.
- Reading fluency, vocabulary and comprehension measures show **term-on-term improvements**, using the school's adopted fluency assessment system.
- Writing outcomes improve through secure transcription, sentence-level control and extended composition.
- Maths outcomes improve, particularly in number fluency and reasoning, with disadvantaged pupils making **clear progress on Mastering Number and Number Sense milestones**.

## 2. Early reading foundations are secure for all disadvantaged pupils.

### Success criteria:

- Three-year trend shows that disadvantaged pupils' phonics outcomes are **in line with or above national data for non-disadvantaged pupils**.
- Year 1 pupils who do not pass meet expected standard by the end of Year 2 through targeted intervention.
- Reading fluency benchmarks show **increasing automaticity and accuracy**.

## 3. Attendance improves for disadvantaged pupils and persistent absence reduces.

### Success criteria:

- The attendance gap between disadvantaged and non-disadvantaged pupils **narrows by at least 2–3%** over the year.
- Rates of persistent absence for disadvantaged pupils **reduce year-on-year to lower than 8%**
- Engagement monitoring shows earlier and more effective family support, with improved punctuality and reduced sporadic attendance.

#### 4. Disadvantaged pupils experience strong wellbeing, regulation and a positive sense of belonging.

**Success criteria:**

- Internal wellbeing/SEL tracking tools demonstrate improved emotional regulation, resilience and readiness to learn.
- Pupil voice indicates that disadvantaged pupils feel **safe, included, supported and known**, aligning with the school's ethos of belonging.
- Behaviour data shows improved engagement and reduced incidents linked to dysregulation.
- Disadvantaged pupils demonstrate improved learning behaviours (e.g. effort, independence, focus, participation).

#### 5. Disadvantaged pupils access a rich and broad curriculum and have enhanced cultural capital.

**Success criteria:**

- Participation tracking shows increased uptake in **sports, clubs, music, trips, residential and enrichment opportunities**.
- Disadvantaged pupils complete a **minimum entitlement of enrichment experiences** across the year.
- Pupils demonstrate growing confidence, aspiration and cultural knowledge through pupil voice, portfolios and teacher assessment.

#### 6. Foundational skills in early reading, language, number and writing are strengthened, reducing later barriers.

**Success criteria:**

- EYFS and KS1 assessments show improved performance in:
  - phonological awareness
  - early vocabulary
  - number fluency
  - transcription and sentence formation
- Fewer disadvantaged pupils require intervention by KS2 due to stronger early foundations.
- Termly assessment moderation confirms that disadvantaged pupils are keeping pace with core curriculum expectations.

## 7. Interventions are precisely targeted, well-monitored and lead to measurable improvement.

### Success criteria:

- Every intervention has a **clear entry point, exit point, measurable outcome and review cycle**.
- Pupils accessing interventions demonstrate accelerated progress in identified skills.
- Staff can clearly articulate the purpose and impact of interventions during monitoring and evaluation activities.

### Activity in this academic year: 2025 - 26

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### High Quality Teaching (for example, CPD and resourcing to support HQT)

High-quality teaching is the most effective lever for improving outcomes for disadvantaged pupils. At Walton-on-the-Hill, our ethos of **Belong. Learn. Shine.** and our commitment to “Walton-ness” shape our approach—equitable, inclusive practice where strong relationships, clear routines and ambitious expectations enable every child to thrive.

The table below outlines our combined strategy for strengthening first teaching, reducing barriers, and ensuring all pupils—especially those who are disadvantaged—receive consistently excellent instruction.

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Consistent SSP phonics and early reading approach</b>	High-quality early reading secures decoding, fluency and comprehension foundations. <b>EEF: Improving Literacy in KS1; Phonics (+5 months)</b>	1, 5, 6, 7
<b>CPD to strengthen EYFS &amp; KS1 foundational skills</b>	Improves early curriculum coherence and reduces later gaps. <b>EEF: Preparing for Literacy; Early Years Toolkit</b>	1, 2, 5, 6, 7

<b>Whole-school handwriting and transcription programme</b>	Secure transcription frees cognitive load for composition and reasoning. <b>EEF: Improving Literacy KS2 – Transcription Skills</b>	5, 6, 7
<b>Training in Ordinarily Available Provision &amp; Inclusive practice</b>	Adaptive teaching is the most effective support for disadvantaged learners. <b>EEF: SEND in Mainstream; Making Best Use of TAs</b>	1, 5, 6, 7
<b>Speech &amp; Language training (e.g., Colourful Semantics)</b>	Oral language interventions have strong impact on progress and vocabulary development. <b>EEF: Oral Language Interventions (+6 months)</b>	1, 5
<b>Reading fluency assessment &amp; intervention system</b>	Fluency development improves comprehension, confidence and KS2 outcomes. <b>EEF: Improving Literacy KS2 – Fluency work</b>	5, 6
<b>SCARF PSHE programme</b>	SEL programmes improve wellbeing, relationships and academic learning. <b>EEF: Social &amp; Emotional Learning (+4 months)</b>	2
<b>Rosenshine &amp; WalkThru – further CPD</b>	Evidence-informed teaching (clear modelling, checking for understanding, practice) reduces cognitive load and improves retention. <b>EEF: Cognitive Science Approaches; Rosenshine Principles</b>	6, 7
<b>Online adaptive tools for core skills (Doodle, TTR, Numbots)</b>	Targeted practice consolidates foundational knowledge and supports personalised learning. <b>EEF: Digital Technology (moderate impact depending on implementation)</b>	7
<b>Mastering Number (NCETM) &amp; Number Sense training (TTF)</b>	Early number fluency improves long-term outcomes and reduces attainment gaps. <b>EEF: Improving Maths KS2; Mastery Approaches</b>	6, 7
<b>Explicit instruction &amp; cognitive load strategies (NEW)</b>	Explicit teaching, worked examples, modelling and structured practice reduce cognitive overload and support disadvantaged learners. <b>EEF: Cognitive Science; Rosenshine</b>	1, 6, 7
<b>Retrieval and spaced-practice routines (NEW)</b>	Retrieval practice strengthens long-term memory and prevents widening gaps. <b>EEF: Cognitive Science; Pashler et al.</b>	5, 6, 7
<b>Oracy and Tier 2 vocabulary instruction (NEW)</b>	Structured talk and vocabulary instruction close language gaps. <b>EEF: Oral Language; Improving Literacy KS1/KS2</b>	1, 5

<b>Consistent feedback &amp; live assessment for learning</b> (NEW)	Responsive teaching, live marking and high-quality feedback accelerate progress. <b>EEF: Feedback (high impact); Formative Assessment (Black &amp; Wiliam)</b>	5, 6, 7
<b>Pre-teaching and post-teaching mini sessions</b> (NEW)	Pre-teaching vocabulary and concepts improves access to whole-class teaching; post-teaching closes gaps fast. <b>EEF: Small Group Tuition; SEND in Mainstream</b>	1, 5, 6, 7
<b>Curriculum equity &amp; representation review</b> (NEW)	Belonging and representation improve engagement and outcomes. <b>EEF: SEL Guidance; DfE Inclusive Teaching Guidance (2023)</b>	2, 3
<b>Reading for Pleasure (equity-focused approach)</b> (NEW)	Reading for pleasure strongly predicts later academic outcomes; targeted reading diets support disadvantaged pupils. <b>EEF Literacy; OECD studies</b>	1, 5, 6
<b>Belonging &amp; Learning Behaviours development</b> (NEW)	Routines, metacognition and self-regulation strategies improve engagement, independence and outcomes. <b>EEF: Metacognition; Improving Behaviour</b>	2, 5, 6
<b>Instructional coaching for teachers</b> (NEW)	Coaching improves teaching quality and pupil attainment, especially for disadvantaged learners. <b>EEF: Effective Professional Development; Kraft et al., 2018</b>	1, 6, 7

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1 -1 and small-group tuition delivered by qualified teachers</b>	EEF: One-to-one tuition typically provides <b>+5 months</b> progress; small-group tuition <b>+4 months</b> . Most effective when precisely targeted and linked to class teaching.	1, 4, 6, 7
<b>Insight tracking system to monitor attainment, progress, attendance, wellbeing and</b>	EEF: Diagnostic assessment is essential for identifying learning gaps and targeting support effectively ( <i>High-Quality Teaching; Feedback</i> ).	1, 5, 6, 7, 8

<b>intervention impact</b>		
<b>Nurture and wellbeing intervention programmes (ELSA, Draw &amp; Talk, LEGO Therapy, Play Therapy)</b>	EEF: Social and Emotional Learning (SEL) approaches provide <b>+4 months</b> academic progress; also improve behaviour, self-regulation and readiness to learn.	2, 5
<b>Basic skills and fluency interventions (Plus 1, Power of 2, Precision Teaching, On Track Maths, NumBots, White Rose Premium)</b>	EEF: Mastery learning shows <b>+5 months</b> progress. Precision Teaching supports rapid fluency gains and reduces cognitive load.	7
<b>Adaptive personalised learning programmes (DoodleLearning suite, FFT, Nessy)</b>	EEF: Digital technology can have positive effects when used to provide targeted practice and retrieval. Effective for reinforcing core skills.	4, 6, 7
<b>Reading and phonics interventions (No Nonsense Phonics, Nessy, SNIP, Trugs, Reading Between the Lines)</b>	EEF: Phonics (+5 months), Reading Comprehension Strategies (+6 months). OU RfP research links reading for pleasure with long-term cognitive gains.	1, 5, 6
<b>Structured reading fluency tutoring (e.g., HfL Reading Fluency or equivalent)</b>	EEF: Fluency development strongly supports comprehension; targeted fluency interventions show significant impact, particularly in KS2.	1, 5, 6
<b>Pre-teaching of vocabulary and key concepts</b>	Strongly supported by EEF <i>Oral Language</i> and <i>SEND in Mainstream</i> guidance as a method for increasing access to whole-class instruction.	1, 5, 6, 7
<b>Post-teaching / same-day keep-up intervention</b>	EEF: Small-group tuition (+4 months) and effective feedback strategies reinforce learning and prevent misconceptions becoming embedded.	4, 6, 7
<b>Early language and</b>	NELI is one of the most rigorously tested and effective EY interventions	1, 5

<b>communication interventions (e.g., NELI or equivalent)</b>	nationally; EEF rates Oral Language as <b>+6 months</b> .	
<b>Sensory Circuits Training and Resources</b>	Research on sensory regulation shows improved emotional stability and participation; aligns with EEF guidance on supporting pupils with SEMH barriers and self-regulation.	2, 8
<b>Maths same-day keep-up sessions (Mastery structure)</b>	EEF: Mastery approaches (+5 months) and small-group tuition (+4 months) improve foundational understanding and fluency.	6, 7
<b>Metacognitive and self-regulated learning strategies</b>	EEF: Metacognition and self-regulation deliver <b>+7 months</b> on average; helps disadvantaged pupils develop independence.	2, 6, 7
<b>Attendance mentoring and check-ins for disadvantaged pupils</b>	EEF: Behaviour, SEL and Parental Engagement guidance support mentoring as a tool for improving attendance and readiness to learn.	2, 5, 8

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

Budgeted cost: £ 4,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Educational Equity Programme</b>	National Children's Bureau: A strong sense of belonging increases academic achievement, motivation and regular attendance. Particularly protective for disadvantaged learners.	2, 3, 4, 8
<b>Targeted Emotional Wellbeing Support</b> <i>(ELSA, Draw &amp; Talk, LEGO Therapy, Play Therapy, Hidden Chimp)</i>	EEF: Social & Emotional Learning (SEL) approaches typically provide <b>+4 months</b> progress and strengthen self-regulation, engagement and readiness to learn.	2, 8
<b>Pupil Premium Enrichment Offer</b> <i>(subsidised clubs, trips, residential, music &amp; arts tuition, uniform support)</i>	Ofsted: A broad, rich curriculum improves life chances. EEF: Arts participation improves motivation, creativity and wider outcomes; supports engagement and cultural capital.	3

<b>Attendance &amp; Engagement Mentoring</b> (NEW)	EEF Behaviour & SEL guidance: mentoring improves attendance, relationships and engagement, especially for disadvantaged pupils.	2, 8
<b>Family Engagement Support</b> (workshops, structured conversations, SEND/PP coffee mornings) (NEW)	EEF: Parental Engagement can provide <b>+4 months</b> progress when aligned with learning. Strengthens home-school partnerships and reduces barriers.	2, 4, 8
<b>Breakfast / Soft-Start Provision for PP Pupils</b> (NEW)	DfE Breakfast Club Study: improves attendance, concentration, behaviour and readiness to learn.	2, 8
<b>Belonging &amp; Inclusion Curriculum Audit</b> (NEW)	DfE Inclusive Teaching Guidance (2023) and NCB “Belonging Matters”: representation and inclusion in the curriculum improve aspiration, identity and engagement.	2, 3
<b>Community &amp; Outdoor Learning Access Fund</b> (SOLD/Holiday clubs etc) (NEW)	EEF: Outdoor Adventure Learning improves self-regulation, resilience and teamwork; supports wellbeing and character development.	3, 5

**Total budgeted cost: £ 22,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 but also looks at impact over a longer period.

Our pupil premium strategy continues to have a positive impact on the outcomes and school experience of disadvantaged pupils at Walton-on-the-Hill Primary. Although our disadvantaged cohort is very small and subject to significant year-on-year volatility, our long-term trend data shows that pupils in receipt of the pupil premium typically achieve strongly across the curriculum and benefit from the breadth of support and enrichment we provide.

#### 1. Academic Outcomes

Over the past four years, disadvantaged pupils have consistently achieved highly in reading. In 2024-25 75% of our children achieved the expected standard in reading and in 2023–24, **100% of disadvantaged pupils reached the expected standard**, continuing a sustained pattern seen in 2022–23, 2021–22 and 2018–19. This reflects the impact of our strategic focus on early reading, systematic phonics, reading fluency, and high-quality teaching grounded in the Reading Framework. All of our disadvantaged children have achieved the phonics standard by end Y2.

Historically, maths results have also been positive, with **100% achieving the higher standard in 2023–24** and **100% meeting expected standards in 2022–23**. However, outcomes dipped in 2024, with 1 of 4 pupils meeting expected standards. This group presented with additional needs and complex barriers. Improving foundational number knowledge, automatic recall and confidence with reasoning will therefore be a priority in our updated strategy. Our investment in Mastering Number, Number Sense, fluency programmes and high-quality teaching in EYFS/KS1 directly addresses this. In 2024-25 we were pleased that results improved and 75% of the disadvantaged cohort achieved the expected standard in maths.

Writing outcomes remain broadly strong. In 2023–24, **75% (3/4) met the expected standard and 50% achieved greater depth**. In 2024-25 75% of the cohort achieved the expected standard. This continues a positive trend over the previous three years. Our focus on transcription, handwriting, oracy and sentence-level fluency is helping to secure the foundational skills needed for writing success.

In phonics, **all disadvantaged pupils in 2024-25 passed the check in Year 1**, and one child in Year 2 who received targeted support also passed. This reflects strong early reading provision and consistent SSP teaching.

## 2. Attendance and Engagement

Attendance remains an area requiring improvement. In 2024-25 the gap between pupil premium attendance and non-pupil premium attendance was 4 %. In 2023–24, disadvantaged pupils' attendance was **92%**, compared with **96%** for their peers. Although the gap is relatively small, reducing persistent absence is essential to securing long-term equity of opportunity. Our revised strategy includes strengthening family engagement, continuing work on belonging and emotional wellbeing, and implementing earlier and more targeted attendance interventions. Currently we are pleased to report that latest data shows pupil premium attendance is at 94% which is 2% lower than that for the whole school.

## 3. Personal Development, Wellbeing and Inclusion

Our most recent Ofsted inspection recognised the school as **Outstanding for Personal Development** and highlighted the strength of our provision for disadvantaged pupils and those with additional needs. The inspection affirmed our commitment to inclusion, belonging and early intervention.

Pupils benefit from ELSA, Draw and Talk, Lego Therapy, play therapy, SCARF PSHE and broader wellbeing approaches. Qualitative evidence from pupil voice, behaviour records and intervention tracking shows improvements in emotional regulation, confidence, social communication and readiness to learn. These approaches remain a core part of our Tier 3 provision.

## 4. Enrichment and Cultural Capital

Our Pupil Premium Offer ensured that disadvantaged pupils accessed a wide range of opportunities, including subsidised trips, residentials, music tuition, sport and computing clubs. Participation tracking shows strong and increasing engagement. This work continues to broaden pupils' horizons, support aspiration and strengthen their sense of belonging.

## 5. Evaluation and Next Steps

Overall, the strategy has had a **positive and sustained impact**, particularly in reading, writing, wellbeing and cultural enrichment. The key priority moving forward is to:

- **Address variability in maths outcomes through strengthening early number foundations and targeted intervention.**
- **Close the attendance gap through proactive, relational and evidence-informed approaches.**
- **Continue to embed high-quality teaching as the primary driver of improvement**, supported by consistent pedagogy, curriculum coherence and rigorous assessment.
- **Refine intervention monitoring** to ensure precision and sustainability.

These insights directly inform our updated 2024–27 strategy and ensure that funding continues to be deployed where it will have the greatest impact

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Assessments in reading and maths	NFER
White Rose Maths Assessments	White Rose

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A