

Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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

Detail	Data
School name	Wouldham All Saints CEP School
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs V Baldwin
Pupil premium lead	Mrs V Baldwin
Governor / Trustee lead	Mrs J Collins / Mr A Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,108
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£132,108

Part A: Pupil premium strategy plan

Statement of intent

At Wouldham All Saints our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. Our child centred school approach enables pupils to develop the skills, knowledge and growth mindset they need to reach their full potential and succeed in all that they do. Our Pupil Premium Strategy is focused on supporting disadvantaged pupils to overcome barriers to learning through a range of strategies to ensure all pupils, regardless of their ability are appropriately supported and challenged enabling them to move onto their next steps of learning.

High-quality teaching is at the heart of our approach because it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all children in our school.

Using research from the Education Endowment Foundation and associated bodies, we carefully plan expenditure based on the usefulness and effectiveness of various strategies ensuring that interventions have high impact and are cost effective.

Beyond quality-first teaching, the following strategies and interventions are used to help improve the outcomes and attainment of our disadvantaged children with the intent of closing the gap between disadvantaged and non-disadvantaged pupils:

- Coaching and mentoring of staff to improve teaching and learning
- Effective deployment of Teaching Assistants
- Targeted individual intervention with trained staff
- Oral language interventions, including NELI and speech and language programmes based on assessment from our Speech and Language Therapist
- Parental involvement/engagement
- Reading fluency and comprehension programmes
- Small group tuition with qualified staff
- Social, emotional and mental health support including counselling, play therapy, thrive intervention and time to talk
- Funded places at breakfast and after school clubs
- Personal resources and equipment
- Funded places on trips and additional activities such as sports clubs and music lessons for enrichment

Pupil progress and attainment is carefully monitored using a range of summative and formative assessment tools. Termly Pupil Progress meetings enable us to track disadvantaged children and put in place provisions required to further develop and support their learning.

Challenges

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

Challenge number	Detail of challenge
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1	Social Emotional and Mental Health Assessments and observations indicate that the impact of Covid and the cost-of-living crisis continue to impact the wellbeing, behaviour and education of some disadvantaged pupils. Some Pupil Premium pupils have been identified as having social and emotional, mental health, self-confidence and anxiety issues. These challenges have negatively affected attendance, behaviour and performance of these pupils.
2	Reading and oracy Assessments and observations indicate that a low number of disadvantage pupils are accessing reading at home and many pupils have speech and language delay.
3	Attendance Some Pupil Premium pupils have low attendance and others are frequently late to school. This has a negative impact on academic progress and requires improvement.
4	SEND A high percentage of Pupil Premium pupils have SEND needs requiring specific interventions to target learning difficulties. The majority of these pupils are working below the expected level in one or more areas of the curriculum and/or within their social and emotional development.
5	Writing Assessment and observations indicate that Pupil Premium attainment is below non-disadvantaged pupils in writing. Some pupils have poor oracy, gross and fine motor skills, affecting both communication and writing.
6	Mathematics Assessment and observations indicate that Pupil Premium attainment is less than non-disadvantaged children in maths. Formative and summative assessment in early years indicate that children have low starting points and that Mathematical fluency and reasoning needs developing to raise attainment in maths.

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
Supporting all children and vulnerable families with SEMH needs.	Our trained school counsellor / school therapist will work with the most vulnerable children on a weekly basis for up to 12 weeks. Nurture UK training completed by our Assistant Head / Inclusion Leader and FLO will be shared with all staff and lead to improved support for our vulnerable children Our attendance team with family support will yield improved attendance of Pupil Premium pupils in line with non-Pupil Premium Effective use and monitoring of CPOMS by staff and DSL to record and track vulnerable pupils. The school dog will continue to offer comfort and encouragement to vulnerable children.

	Nurture room (the Nest) and quiet learning space for intervention (the Aviary) will benefit vulnerable children. Two Thrive Practitioners will deliver intervention with vulnerable children to support their emotional and social development.
Improve attainment in reading, writing and maths.	Data will reflect an improvement of 10% for pupil premium children when compared to last academic year. The attainment gap between PP and non-PP pupil will decrease from the previous year and be in line with Kent/National data.
Improved attendance and lateness.	Pupil Premium attendance will move closer in line with whole school.
SEND pupils make expected progress in line with the whole school.	Regular, effective monitoring and assessment of pupils on the SEND register to track progress and identify individual pupil needs. Needs targeted through impactful interventions, effective differentiation and implementation of EHCP provision, to enable academic progress.

Activity in this academic year

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture UK programme training continued Thrive CPD for SLT member plus two Specialist TAs	Queens University Belfast and DFE research highlighted that there is clear and convincing evidence that Nurture in schools is well having consistent, significant and large effect in improving social, emotional and behaviour outcomes among children from some of the most deprived areas. QUB Nurture Evaluation Exec Summary.pdf Nurture UK is supported by a range of academic research and evidence. nurtureuk research: promoting nurture in education	1, 3, 4
CPOMS subscription and staff training	Keeping Children Safe in Education states that <i>'No single professional can have a full picture of a child's needs and</i>	1, 3

	<i>circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action."</i> CPOMS states that it enables quick, easy and secure recording of all information in a centralised place enabling the effective recording and tracking of safeguarding, wellbeing and pastoral issues.	
New resources for our Phonics scheme to improve data outcomes – Little Wandle	Supported by the English Hub as an effective synthetic phonics and reading scheme. Purchase of fluency texts to support children beyond early phonics learning	2
Writing scheme: Pathways to writing Handwriting programme – Kinetic Letters	Underpinned by inclusive provision including the use of colourful semantics (linked to our SEN training). Supported by the Literacy Company and English Hub with proven success across multiple schools. Kinetic letters is a fun, multi-sensory approach with proven impact over the past 12 months noted by all stakeholders.	4,5
Maths Mastery Programme with significant CPD for teachers – Power Maths	Mastery curriculum supported by research from NCETM, the maths Hub and partners encompassing the most effective pedagogical strategies for teaching mathematics Supporting Research, Evidence and Argument NCETM A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.	6
Bespoke planning linked to active learning based on guidance from evidence based schemes to improve teaching and learning in foundation stage subjects.	EEF evidence suggests that the attainment gaps are not just wide in maths and English but across all curriculum subjects. Pupils must have opportunities to experience a quality curriculum where they can develop a wide scope of knowledge and skills.	2,4
CPD for subject leaders to support the delivery of high quality teaching,	EEF research states that high quality teaching improves pupil outcomes, and effective professional development offers	2, 5

effective use of resources and improved standard of learning and achievement for all pupils.	a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Teacher CPD will have a direct impact on improving the academic achievements of disadvantage pupils particularly in maths and English.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Switched on reading (1 trained specialist TA)</i> <i>Individual reading</i>	Staff and volunteers aim to read with pupil premium pupils every day. EEF identifies that Switch-on Reading appears to be effective for weak and disadvantaged readers. EEF states that children receiving the intervention make around 3 months additional progress in reading. Cognition and learning specialist TAs to attend dyslexia training with Specialist Teaching and Learning Service to improve interventions.	2,4
<i>Rapid phonics (1 FT trained TA)</i> <i>Lexia programme subscription</i>	EEF research noted improvements in decoding and spelling via rapid phonics (not comprehension) EEF research into Lexia suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.	2, 5
<i>Targeted language teaching</i> <i>3 trained TAs</i> <i>1 SALT</i>	NELI – EYFS In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. SALT Intervention Delivered by our in house Speech and Language therapist to targeted pupils. Our therapist has also trained our two speech mentors to deliver key interventions.	2, 4, 5

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

Budgeted cost: £45,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase outdoor learning and metacognition development opportunities for all through the delivery of onsite Forest School	Research from EEF suggests that outdoor learning provides SEL opportunities, which in turn impacts pupils' decision-making skills, interaction with others and their self-management of emotions. Social and Emotional Learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Council for Learning Outside the Classroom https://www.lotc.org.uk/category/research/	1, 4
Weekly commission of a trained school counsellor/play therapist	New research from BACP, May 2025 shows multiple benefits of school counselling New studies highlight benefits of on-site counselling for students and school staff New research shows multiple benefits of school counselling	1
To improve outdoor learning and play via OPAL programme which supports the development of social skills, language, gross and fine motor.	Based on the first-ever comprehensive review of the academic and literary research evidence supporting the case for better play in primary schools. This report sponsored by Sport England and carried out in association with Gloucester University will provide decision-makers with the evidence they need to improve the policy, strategic planning and funding support for play in UK primary schools. Research and Evidence - Outdoor Play And Learning	1, 3, 4
Support funding with school trips and uniform for FSM.	Ensuring children have equal access to uniform and enrichment is essential to a sense of belonging within the school community.	1, 3
Employ two trained Thrive practitioners	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Research behind Thrive The Thrive Approach	1, 3

Total budgeted cost: £ 122,084

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 to 2025 academic year.

- Excellent progress scores for individuals accessing switched on reading (at least 3 months for every pupil).
- 100% of pupil premium children made expected progress or better from in-year data analysis.
- Across the school 85% of pupil premium children made better than expected progress in reading, 79% in writing and 87% in maths (accelerated progress)
- Excellent personal development noted by Ofsted and SIAs
- Year 2 phonics scores for pupil premium children were in line with non-pupil premium children
- Attendance data was in line with Kent and National

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

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

Measure	Details
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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.