

Pupil premium strategy statement – Great Wilbraham CofE Primary Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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.

Purpose of the Pupil Premium Strategy

The purpose of the Pupil Premium Strategy at Great Wilbraham Church of England Primary Academy is to secure high and rising standards for disadvantaged pupils by delivering a coherent blend of high-quality teaching, targeted academic support, and wider strategies that promote attendance, wellbeing, and parental engagement. This strategy is designed to ensure that every pupil, regardless of background, is known, valued, and supported to achieve their full potential.

*Our PP strategy is the operational heart of the Trust's **GROW** focus—guided by Christian values, realising potential, creating opportunity for all, and empowering our workforce. Its impact is secured through **ACT**—Accountability & Assurance, Community Collaboration, and Transformation through Sustainability. **Priority 5** ensures pupil voice and cultural capital are structural, visible and effective, so that disadvantaged pupils experience high-quality teaching, targeted support and rich opportunities as a matter of course, not exception.*

Alignment with ACT Strategic Themes

- **Guided by Christian Values (GROW: G):**

The strategy is rooted in the Academy's Christian ethos, nurturing a culture of love,

hope, and moral citizenship. This is reflected in our commitment to safeguarding, inclusion, and character development (see Sections 4 and 11).

- **Realising Potential (GROW: R):**

We believe every child has limitless potential. Our approach includes rigorous evaluation, SMART targets, and evidence-informed interventions to close attainment gaps and ensure excellence for all (see Sections 6, 7, and 8).

- **Opportunity for All (GROW: O):**

The strategy ensures equitable access to enrichment, leadership, and wider opportunities, proactively removing barriers for disadvantaged pupils. Subsidies, targeted support, and tracking of participation are central features (see Sections 8 and 11).

- **Workforce Empowered (GROW: W):**

Staff and governors are empowered through clear roles, ongoing CPD, and robust monitoring cycles, ensuring everyone is equipped to deliver and evaluate impact (see Sections 6, 9, and 10).

- **Accountability and Assurance (ACT: A):**

High standards of safeguarding, compliance, and risk management are maintained through regular QA cycles, governance oversight, and transparent reporting (see Sections 5, 9, 14, and Appendix A).

- **Community Collaboration (ACT: C):**

The strategy fosters strong partnerships with families, the Virtual School Head, and other stakeholders, promoting openness, trust, and shared responsibility for pupil outcomes (see Sections 8, 10, and 12).

- **Transformation through Sustainability (ACT: T):**

We are committed to sustainable improvement by scaling successful interventions, stopping ineffective practices, and ensuring value for money through termly reviews and cost–impact analysis (see Sections 4, 9, and 15).

In summary:

This strategy is not only a statutory requirement but a living document that embodies the ACT Multi Academy Trust’s vision for GROWTH and TRANSFORMATION. It ensures that disadvantaged pupils are at the heart of our mission, with every action cross-referenced to the Trust’s core values and strategic priorities.

Publication & Compliance

This strategy follows the Department for Education (DfE) template and menu of approaches and will be updated annually by 31 December. It sets out our challenges, evidence-informed activities (with indicative costs), monitoring and evaluation, and arrangements for PP+ and Service Pupil Premium (SPP). It aligns with Ofsted’s 2025 inspection framework and the operating guide/toolkit used by inspectors from November 2025.

Website publication date: no later than 31 December 2025

School overview

Detail	Data
Number of pupils in school	15
Proportion (%) of pupil premium eligible pupils	17.9%
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)	2025-2028 The ACT PP strategy is also published on the website
Date this statement was published	December 2025
Date on which it will be reviewed	September - December 2026
Statement authorised by	Mr Sandford
Pupil premium lead	Mr Sandford
Governor / Trustee lead	Jo Helmy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,510
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£21,510

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Early Reading and Phonics fidelity</u></p> <p><u>Evidence and Data 2024-25</u></p> <p>Y1 Phonics (2024): 75% all; **0% PP**. By end Y2, PP pupils secured the pass. Lightning Squad observed off-model, book-match/routines inconsistent.</p> <p><u>Likely causes</u></p> <p>Staff training insufficient, inconsistent routines, fidelity language not embedded, intervention delivery not aligned to programme.</p> <p><u>What success looks like by July 2026</u></p> <p><u>CHANGE OF PHONICS SCHEME TO LITTLE WANDLE – SEPT 2025</u></p> <p>≥90% observed fidelity, 100% correct book-match, daily reads for lowest 20% PP, Little Wandle delivered to model, fortnightly QA cycle in place.</p>
2	<p><u>EYFS oracy, vocabulary and curriculum mapping</u></p> <p><u>Evidence and Data 2024-25</u></p> <p>EYFS GLD (2024): 66.7% all; **0% PP** (very small cohort). Provision not consistently language-rich; unclear long-term EYFS map; adult interactions variable; leadership roles unclear.</p> <p>All pupil: Y1 pass 75%, Y2 retake 88%, PP: Y2 PP n=3, average score 26/40 → 0% PP pass, confirming need for fidelity reboot and fortnightly phonics QA.</p> <p><u>Likely root causes</u></p> <p>Curriculum progression not explicit; outdoor/indoor provision not consistently aligned to taught vocabulary; role clarity and QA limited.</p> <p><u>What success looks like by July 2026</u></p>

	<p>Mapped progression across Prime Areas; planned language provocations; adults use agreed talk routines; PP GLD improves from 0% to agreed milestone; termly EYFS QA shows impact.</p>
3	<p><u>KS1 attainment gaps</u> <u>Evidence and Data 2024-25</u> All pupil KS1 2025: R 44 / W 44 / M 78. PP: Y2 PP n=3, 0% EXS+ in R/W/M (Summer 2). <u>Likely root causes</u> Uneven scaffolding and feedback; limited precision-teaching cycles; insufficient diagnostic use in maths. <u>What success looks like by July 2026</u> KS1 PP gaps narrow markedly; improved marking and feedback; books show scaffolding → independence.</p>
4	<p><u>KS2 writing and combined outcomes</u> <u>Evidence and Data 2024-25</u> KS2 2024 RWM combined: 37.5% (all). Two PP pupils: neither reached EXS in writing; writing a key limiter. All pupil KS2 2025: R 90 / W 80 / M 80 / GPS 70 / RWM 70. PP: Y6 PP n=2, ~50% EXS+ in R, W, M but 0% RWM combined (not all three concurrently). Track GPS PP via mocks this term <u>Likely root causes</u> Inconsistent sentence-level accuracy; insufficient aligned tutoring/teaching; curriculum sequencing under development. <u>What success looks like in July 2026</u> KS2 PP writing rises to agreed milestone; curriculum sequences implemented; moderation confirms accuracy.</p>
5	<p><u>Attendance – sustain strengths, sharpen mid 90s triggers</u> <u>Evidence and Data 2024-25</u> Attendance above national; PA ~6% (lowest 20% vs similar schools). PP attendance broadly in line (≤1% gap), but Y1/2/5 cohorts require focus. <u>Likely root causes</u> Limited proactive focus on 93–95% band; need earlier family support offers. <u>What success will look like in July 2026</u> Fortnightly logs show <96/<93/<90 actions; cohort hotspots improved.</p>
6	<p><u>Quality Assurance of interventions and evaluations</u> <u>Evidence and Data 2024-25</u> Leaders track data, but implementation checks not frequent/rigorous, Lightning Squad fidelity weak in sample. <u>Likely root causes</u> Over-reliance on headline data; lack of routine fidelity and impact logs. <u>What success looks like in July 2026</u> NEW PHONICS SCHEME SEPT 2025 – LITTLE WANDLE</p>

	All interventions with fidelity checklists + entry/exit data; stop/iterate/scale decisions recorded termly.
7	<p><u>Staff and governor role clarity</u></p> <p><u>Evidence and Data 2024-25</u></p> <p>Teachers unclear of their roles within PP plan; PP governor seeks sharper focus and impact evidence.</p> <p><u>Likely root causes</u></p> <p>Strategy communication and milestones not consistently embedded; visit focus not sufficiently precise.</p> <p><u>What success looks like in July 2026</u></p> <p>100% staff/governors can articulate roles; PP objective in appraisals; governor visit prompts used; milestone dashboard live.</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, Early reading & phonics fidelity	≥90% observed fidelity; 100% correct book-match; daily reads for lowest 20% PP; Little Wandle delivered to model; fortnightly QA cycle in place.
2, EYFS oracy, vocabulary & curriculum mapping	Mapped progression across Prime Areas; planned language provocations; adults use agreed talk routines; PP GLD improves from 0% to agreed milestone termly EYFS QA shows impact.
3, KS1 attainment gaps (R/W/M)	KS1 PP gaps narrow markedly; probe gains visible; books show scaffold → independence.
4, KS2 writing & combined outcomes	KS2 PP writing rises to agreed milestone; curriculum sequences implemented; moderation confirms accuracy.
5, Attendance – sustain strengths; sharpen mid-90s triggers	Weekly logs show <96/<93/<90 actions; cohort hotspots improved.
6, QA of interventions & evaluation	All interventions with fidelity checklists + entry/exit data; stop/iterate/scale decisions recorded termly.
7, Staff/governor role clarity	100% staff/governors can articulate roles; PP objective in appraisals; governor visit prompts used; milestone dashboard live.

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: £15,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics fidelity reboot. New scheme – Little Wandle	<p><u>Rationale and delivery</u> Training using provider videos; common routines & language; leader coaching; decodable book audits; daily reads for lowest-20% PP; fidelity drop-ins.</p> <p><u>Research Tag</u> EEF: Phonics; Reading comprehension</p> <p><u>Owner</u> Alice Leadbeter (EYFS Lead)</p> <p><u>QA and milestone</u> ≥90% fidelity; 100% book-match by Spring; fortnightly QA by phonics lead / ELT</p>	1
EYFS language & provision mapping	<p><u>Rationale and Delivery</u> Map Prime Areas progression; design indoor/outdoor provocations; adult talk routines; vocabulary into writing.</p> <p><u>Research Tag</u> EEF: Oral language interventions</p> <p><u>Owner</u> Alice Leadbeter (EYFS Lead)</p> <p><u>QA and Milestone</u> Half-termly EYFS audits; termly language samples.</p>	2
Explicit instruction, scaffolding & feedback	<p><u>Rationale and Delivery</u> Coaching; worked examples; I-We-You; responsive feedback; scaffold removal; checkpoint questions.</p> <p><u>Research Tag</u></p>	3, 4, 6

	<p>EEF: Feedback; Explicit instruction; Metacognition</p> <p><u>Owner</u> ELT, SENCO, Class Teachers</p> <p><u>QA and Milestone</u> Book looks & learning walks half-termly.</p>	
KS1 precision teaching & number sense	<p><u>Rationale and delivery</u> Short, frequent, diagnostic-led sessions; CPA; retrieval; aligned to class sequences.</p> <p><u>Evidence Tag</u> EEF: Small group tuition; Mastery learning</p> <p><u>Owner</u> John Turner (Maths Lead)</p> <p><u>QA and Milestone</u> Probe gains $\geq +20\%$ items; half-termly, visible progress.</p>	3, 4, 6

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted tutoring (R/W/M)</p> <ul style="list-style-type: none"> • PIXL Therapies • Little Wandle • Precision Teaching • Marking and feedback • Accelerated Reader 	<p><u>Rationale and Delivery</u> Time-limited cycles; clear entry/exit; aligned to class; PP pupil voice captured.</p> <p><u>Evidence Tag</u> EEF: Small group tuition; 1:1 tuition</p> <p><u>Owner</u> ELT, SENCO, Class Teachers</p> <p><u>QA and Milestone</u> $\geq 80\%$ positive exit gains; fidelity logs.</p>	1, 2, 3, 4, 6

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance early-warning & family engagement	<p><u>Rationale and Delivery</u> Weekly PP dashboard; triggers <96/<93/<90; same-day contact; soft-start; home visits.</p> <p><u>Evidence Tag</u> EEF: Parental engagement, DFE Attendance</p> <p><u>Owner</u> John Turner (Attendance Lead)</p> <p><u>QA and Milestone</u> +2.0pp; PA -25% by July.</p>	5
Pastoral/SEMH & enrichment access	<p><u>Rationale and Delivery</u> ELSA/Thrive; targeted subsidies (kit/transport); track PP uptake; remove barriers.</p> <p><u>Evidence Tag</u> EEF: Social & emotional learning; Arts participation</p> <p><u>Owner</u> Katie Chaudhry (SENCo), Charlie Brown (ELSA)£</p> <p><u>QA and Milestones</u> Termly uptake report; case studies.</p>	7

Total budgeted cost: £ 21,510

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 24/25	Outcome
To achieve and sustain improved attendance for all pupils, particularly the disadvantaged	Attendance improved overall, with disadvantaged pupils showing positive trends. However, persistent absence remains above target for a small cohort, indicating further work needed on targeted interventions.
Improve attainment in writing for disadvantaged pupils at the end of KS2	Writing attainment improved for most disadvantaged pupils, narrowing the gap slightly. 1 out of 2 children met the standard in writing. The target of closing the gap was not fully achieved; additional focus on writing stamina and vocabulary is required.
Accelerated progress in all areas for target group of disadvantaged pupils	Progress accelerated in reading and maths for the target group, but writing progress was slower than expected. Some pupils made strong gains, but consistency across the group was lacking.
High levels of resilience and metacognition observed among disadvantaged pupils	Evidence from pupil voice and observations shows improvement in resilience and use of metacognitive strategies. However, this was not consistent across all classes, suggesting a need for embedding strategies more deeply. More staff training/monitoring is needed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Wellbeing indicators improved overall, with positive pupil survey results. Behaviour incidents reduced but not by the targeted 15%, indicating further work on emotional regulation and support systems is needed.

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
Emotional Literacy Support	ELSA
Cambridge Therapeutic Thinking	CTT

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>
Emotional support Pastoral support
The impact of that spending on service pupil premium eligible pupils
<p>Last academic year, our service pupil premium allocation was used to provide targeted support for pupils from service families. This included access to pastoral care and small-group wellbeing sessions. We also offered enrichment opportunities to help maintain engagement and a sense of belonging within the school community.</p> <p>The impact of this spending was positive. Service pupils reported feeling more supported and attendance for this group remained consistent. Emotional resilience improved, as evidenced by pupil voice feedback and a reduction in anxiety-related incidents. These interventions helped pupils maintain stability and confidence during times of change.</p> <p>Moving forward, we aim to embed these improvements by enhancing early identification processes, strengthening family-school communication, and providing structured academic support for pupils experiencing transitions.</p>

Further information (optional)

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