

Pupil premium strategy statement – *Waddington Redwood primary 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 last academic year.

School overview

Detail	Data
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	20.2%
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)	2024 - 2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Mrs S Milling
Pupil premium lead	Mrs S Milling
Governor / Trustee lead	Mrs L Dickinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,810
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>	£ 81,810

Part A: Pupil premium strategy plan

Statement of intent

At Waddington Redwood Primary Academy, our intention is that all children make good progress and achieve highly across all subjects. We believe that this should be achieved irrespective of background or the challenges faced by children. Our pupil premium strategy is designed to support disadvantaged pupils to achieve this goal, regardless of ability.

We want our approach to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure that this is effective we will:

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

We use an evidence-based and tiered approach to plan our strategy, as outlined by the following documents: Education Endowment Foundation's 'The EEF Guide to the Pupil Premium' and the DFE's 'Using pupil premium: guidance for school leaders.'

High quality teaching is the first tier of our approach with a focus on areas where disadvantaged children require the most support. Evidence supports this approach as having the greatest impact not only in closing the attainment gap but also benefiting non-disadvantaged children.

The second tier lies in the use of targeted academic support. Evidence consistently shows the positive impact this has on children who have been disproportionately impacted by the effects of the pandemic.

There are many non-academic challenges to success that children face on a day to day basis and which may negatively impact on academic attainment. Therefore, our third tier focuses on wider school strategies.

Trust Statement

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;

Challenges

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

Challenge number	Detail of challenge
1	Writing – Assessments, observations and discussions with pupils and professionals display vocabulary, grammar and spelling gaps along with stamina for writing. This is more prevalent in disadvantaged students. This is evident throughout the academy and can be more complex with pupils who are disadvantaged as a high percentage have additional needs. This is evident in both their reading and writing attainment.
2	Phonics and Early Reading - Assessments, observations and discussions with children identify that disadvantaged children often have greater difficulty with phonic acquisition and reading fluency than their peers. This correlates with their development as confident readers.
3	Maths - Internal and external data for mathematics indicates that in the majority of year groups, the attainment of disadvantaged children is below that of non-disadvantaged children. The end of key stage statutory assessments indicates similar trends.
4	Well-being/Equity in Opportunity Our assessments and observations indicate that the education and well-being of many of our disadvantaged children are affected by a range of factors including: <ul style="list-style-type: none"> • Lack of access to extra curricular activities due to financial restrictions. • Attendance issues due to family context and lack of parental engagement. • Lack of opportunity for experiences such as trips, music tuition and residential visits. <p>This has resulted in gaps in knowledge and cultural capital leading to disadvantaged children falling further behind in all areas.</p>
5	Attendance and Punctuality - Attendance and persistent lateness data highlights that attendance and punctuality for disadvantaged children is not in line with whole school data. Improvement in attendance and punctuality would support improved outcomes for disadvantaged pupils.

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
Improved writing outcomes for disadvantaged children.	<p>Assessment and observations (quality assurance including book scrutiny, teaching and learning reviews, on-going assessment) indicate significant improvement in disadvantaged pupils' achievement and progress in writing.</p> <p>End of KS2 outcomes in writing are higher for all children and are in line with national data.</p>
Improved reading outcomes for disadvantaged children	<p>Y1 phonics outcomes demonstrate that the majority of children are phonetically confident and are in line with national expectations.</p> <p>Assessment of reading shows that the majority of children read with fluency and understanding and in line with national expectations.</p> <p>End of Key Stage 2 outcomes in reading are in line with national expectations.</p>
Improve mathematical outcomes for disadvantaged children by the end of KS2	<p>KS2 mathematics outcomes for 2025 show that there is an increase to the number of disadvantaged pupils that meet the expected standard.</p>
To achieve and sustain improved well-being for all pupils in our academy particularly our disadvantaged pupils.	<p>Sustained high levels of well-being from 2025 demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice, parent surveys, teacher observations, pastoral support referrals. • Increased participation in the wider academy offer including enrichment activities particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance up to and including 2025 demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance rate is in line or greater for all pupils including those who are disadvantaged. • Percentage of pupils who are persistently absent is in line with national expectations including those who are disadvantaged.

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: £35,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in Professional Development Programme GTT (Great Teaching Toolkit)	Our professional development programme, GTT, covers the different dimensions of teaching. It is built on the model of great teaching. It's a curriculum for teacher learning. The Great Teaching Toolkit helps teachers to: <ul style="list-style-type: none"> * set specific goals for improving their classroom practice, where everyone's voice is heard. * build understanding in areas that make the most difference. * develop skills through modelling, instruction, safe rehearsal and feedback. * embed habits with development cycles of deliberate practice, feedback and reflection. https://evidencebased.education/great-teaching-toolkit-cpd/	1,2,3
Purchase of a DfE validated Systematic Synthetic Phonics programme (Read, Write Inc) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Provide high quality professional development for all teaching staff in Writing.	The quality of teaching is at least good and supports high quality outcomes for all children, including disadvantaged children. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	1,2,3
Enhancement of our maths teaching and curriculum plan in line with EEF and DFE guidance. Fund release time for teaching staff to work with the NCETM.	Working on evidence based approaches to mathematics in conjunction with the National Centre for the Excellence in Teaching Mathematics Improving mathematics in the Early Years and Key Stage 1 Improving mathematics in key stage 2 and 3 NCETM	3
Purchase standard diagnostic	Standardised diagnostics assessments can provide reliable insights into the specific	1,2,3

assessments and a tracking system.	<p>strengths and weaknesses of each cohort and pupil to help ensure they receive the correct additional support through interventions or teacher instructions.</p> <p>Pupils' progress needs to be tracked regularly and systematically through whole school systems. This supports a cyclical process of data gathering and analysis which informs target setting, interventions and revision programmes.</p> <p>EEF Guide to the Pupil Premium Autumn 2021</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support in EYFS and KS1 to allow pupils to keep up not catch up.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Provide additional reading sessions targeted at disadvantaged pupils who require further support in KS2.	<p>Targeted reading interventions using Herts for Learning have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Toolkit Strand Education Endowment Foundation EEF</p>	2
Provide additional mathematical sessions targeted at disadvantaged children who require further support.	<p>Targeted mathematics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Toolkit Strand Education Endowment Foundation EEF</p>	3
Provide pastoral support targeting disadvantaged children with well being and mental health support.		4

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

Budgeted cost: £27,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide whole staff training on behaviour and strategies to support pupils' mental well-being with a view to adopting a whole-school approach to mental well-being.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Appoint, train and provide release time for an attendance officer to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	5
Provide specialist support to pupils who need it most, in a timely and responsive approach. The lunch club, pastoral, SEMH intervention, uniform and trips etc	Both target and universal approaches can have positive overall effects. EEF behaviour interventions. Embedding principles of good practice set out in DfE's Promoting and supporting mental health and wellbeing in schools and colleges	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £81,810

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Outcomes 2024/5	Number of pupils:		Number of pupils:	
	National %EXP (disadvantaged)	Academy %EXP (disadvantaged)	National %EXP (not known to be disadvantaged)	School %EXP (not known to be disadvantaged)
Reading	63%	50% (6/12)	81%	91% (32/35)
Writing	59%	17% (2/12)	78%	60% (21/35)
Maths	61%	50% (2/12)	80%	80% (28/35)
Combined	47%	17% (2/12)	69%	60% (21/35)

Improved oral language skills amongst disadvantaged children

Early language intervention

The number of children who require early language support continues to rise following the pandemic. The impact of the work is beginning to demonstrate a positive impact.

Improved reading outcomes for disadvantaged children

Phonics

93% of all children in Year 1 attained the phonics pass mark. 75% of children eligible for Free School Meals attained the phonics pass mark. This is above national average for disadvantaged pupils which was 67%.

Reading

At the end of KS2, 50% of disadvantaged children met Age Related Expectations (ARE).

Improve mathematical outcomes for disadvantaged children by the end of KS2

Maths

In 2023/24, 30% of disadvantaged children met the standard. In 2024/25, this rose to 50% so a huge improvement was seen.

<p>To achieve and sustain improved well-being for all pupils in our academy particularly our disadvantaged pupils.</p>	<p>Wellbeing</p> <p>Our teaching staff continue to support our most disadvantaged children with strategies and interventions within the classroom. Further support is provided by our learning support team.</p> <p>Interventions are tracked, monitored and evaluated, and feedback from children is sought to improve their well-being</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance</p> <p>Attendance of disadvantaged pupils in 24/25 was 91.6% (NA-92.2%). This is compared to 95.9% of their non disadvantaged peers.</p> <p>Persistent absence (PA) for disadvantaged pupils was 16% compared to 10% of the non disadvantaged peers.</p> <p>Our overall attendance is just below the national average. Attendance for those children receiving PP continues to track below whole school attendance. This continues to be carefully watched and monitored with robust procedures in place to improve this.</p> <p>More work is being put into developing positive relationships with families and offering more support. School ethos and our meet and greet for parents is being carefully planned so families feel welcome.</p>

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

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Service pupil premium funding (optional)

<p><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></p>	
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We have a pastoral support worker who is dedicated to the emotional well-being of service children. We run clubs where children can get together and talk about their unique experiences as well as take part in arts and crafts. Support is offered towards costs for enrichment activities.</p> <p>We also take children of service families to an annual remembrance service at the International Bomber Command Centre.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>	
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All children were monitored closely, particularly during times when parents were away on detachment. Pupils benefited from targeted academic support and well-being support.</p>

Further information (optional)

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda. The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.