

Pupil premium strategy statement

Over Kellet Wilson's Endowed Church of England Primary School

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	102
Proportion (%) of pupil premium eligible pupils	7.8%
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
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Darren Newiss
Governor / Trustee lead	Mr Blake Prince

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15465
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>	£15465

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, to support good attendance at school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Some of our pupils in receipt of pupil premium have multiple barriers to learning e.g. SEND, persistent absence. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1: Progress	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
2: Attendance	The attendance of some pupils with PP is below that of their peers and a greater proportion of them are classed as PA. (4/8 persistent absentees)
3: Multiple barriers	Disadvantaged pupils have multiple barriers to learning including SEND (4/8 pupils), behaviour and historical attendance along with additional, identified social and emotional needs.

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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	- Pupils attainment is in line with their peers. - Children make at least expected progress through the school.
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	- To continue closing the gap between whole school attendance and pupils in receipt of pupil premium funding: <i>Attendance to be in line with national and improved attendance for all pupils.</i> - Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (4/12)
Disadvantaged children's wellbeing and approach to learning is positive so they are ready for learning.	Pupils express and demonstrate positive wellbeing and approaches to life & learning
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	<i>SEND needs of pupils are identified early with specialist advice sought and acted on by all staff.</i> <i>Early help and support from external agencies ensure that family needs are met and do not escalate to CiN or CP.</i>

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled afternoon every week for T&L lead to focus on leading on implementing effective high quality teaching and learning	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	
October 2025 INSET – Best use of teaching assistants, including cognition, and adaptive teaching & the 5 a day.	metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Review SEND provision for PP children and ensure needs are being addressed. Additional SENDCo time x1hour weekly	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	

Subject leader training afternoons to promote high quality teaching in that subject	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full-time Teaching Assistants in every class so that targeted feedback and support (learning, social / emotional or behaviour) can be provided on the same day by either the teacher or TA.</i>	teaching-assistant-interventions +4months 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). small-group-tuition	1,3
<i>Use of 1:1 and small group support by an HLTA 4 hours per week</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,3

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

Budgeted cost: £1465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Suitable equipment purchased to enable wellbeing</i>	Headphones, sensory balls, wobble cushion	3
<i>Additional TA hours to provide regulation activities for a child, 8.45 start not 9am,</i>	In house – calmer start,	

Extra hour of TA support a day for Yr1/2 class		
10 mins twice weekly as a wellbeing checkin for a child to support confidence		
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	

Total budgeted cost: £15465

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We had no Year 6 children with Pupil Premium leave last year.		
Intended outcome	Success criteria	Outcomes
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Pupils attainment is in line with their peers. Children make at least expected progress through the school.	T&L continued to develop, along with integrating new staff members including an ECT. Results of July R: 5/8 at EXS W: 4/8 at EXS M: 4/8 at EXS
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To continue closing the gap between whole school attendance and pupils in receipt of pupil premium funding: <i>Attendance to be in line with national and improved attendance for all pupils.</i> Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (4/12)	PP attendance was 90.4% compared with 92.2% nationally. Taking 1 child out it becomes 92.3%. This child has improved from 64% to now 80% attendance. We still have 4 PA, however 2 are at 88.4% for last year.
Disadvantaged children's wellbeing and approach to learning is positive so they are ready for learning.	Pupils express and demonstrate positive wellbeing and approaches to life & learning	Anecdotally children's experiences are more positive (and also with 1 child it is clearly measured by a wellbeing chart) Pupil interviews indicate children's enjoy school.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	• <i>SEND needs of pupils are identified early with specialist advice sought and acted on by all staff.</i> • <i>Early help and support from external agencies ensure that family needs are met and do not escalate to CiN or CP.</i>	A positive transition EHCP has been reviewed ready for 1 child. No children are on CiN or CP currently. Other agencies such as counselling, Barnardo's and St John's Hospice are all used.