Waltham St. Lawrence Primary School

Pupil Premium Strategy 2026-2029

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium for the 2026 to 2027 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
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	3.49%
Academic year/years that our current pupil premium strategy plan covers	2026 – 2029 ***2026 - 2027***
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	David Errington
Pupil premium lead	David Errington / Chelsea Painter
Governor lead	Sam Teague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,950
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*	£13,950

Part A: Pupil Premium Strategy Plan

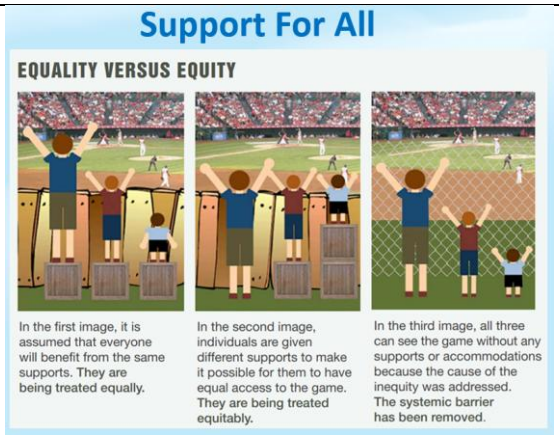
Statement of Intent

In our school, our School Values shapes all that we do. All members of the school community are committed to upholding the Five Core Values:

- Love
- Truth
- Peace
- Responsibility
- Community

At Waltham St Lawrence Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Our school motto, "Together We Inspire and Achieve" reflects our high expectations of the whole school community and we aim to be an optimistic school and striving for excellence in every respect. We believe that there are no limits to what our children can achieve and that all learners should be able to reach their full potential. Some pupils from disadvantaged backgrounds require additional and bespoke support; therefore, we will use all the resources available to provide equity of opportunity and to enable the children to build strong foundations for the future through our rich and varied bespoke curriculum.

Our strategy will continue to be part of our wider School ethos focussing on the needs of each individual child by providing equity rather than equality. (See below)



We will continue to provide appropriate support for our Pupil Premium children in School (image 2) whilst also endeavouring to identify and resolve the underlying cause of the inequality. (image 3)

Our approach will be responsive to specific challenges and needs based on evidence, not assumptions. The approaches we adopt will complement each other and align with our whole School ethos, vision and values.

We use the EEF implementation guidance which clearly shows three core areas required to support the most vulnerable learners which are:

1. **Quality First Teaching Strategies** – Improving the quality of the curriculum sequencing and progression as well as the teaching techniques used by teachers to deliver this curriculum based on metacognition, self-regulation and accurate assessment.
2. **Academic Intervention Support** –Pupil Progress Reviews and ongoing formative assessment secure the early identification of need and ensuring that appropriate academic support is provided. Our school understands the importance of early identification and support for our youngest learners to ensure that they can keep up with their peers.
3. **Wider Strategies** – These strategies focus on the wider pastoral, social and emotional health along alongside physical and mental wellbeing. We know that our learners are unable to achieve their full academic potential if their emotional needs are not met.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (Please note, as we are a small School, percentages can vary significantly year-on-year)

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1.
(ACADEMIC)</td><td>IDSR – Disadvantaged
Phonics / KS1 Achievement for RWM for 3-year average was below (non-sig)</td></tr>
<tr><td>2.
(ACADEMIC)</td><td>IDSR – KS2 Expected Standard (3-year average – 9 children)
<table>
<tr><td></td><td>RWM</td><td>Reading</td><td>Writing</td><td>Maths</td></tr>
<tr><td>WSL - Disad</td><td>33%</td><td>78%</td><td>44%</td><td>44%</td></tr>
<tr><td>National - Disad</td><td>46%</td><td>62%</td><td>59%</td><td>60%</td></tr>
<tr><td>National – non-Disad</td><td>68%</td><td>80%</td><td>78%</td><td>80%</td></tr>
<tr><td>School (Disad): National (Non Disad)</td><td>-35%</td><td>-2%</td><td>-34%</td><td>-36%</td></tr>
</table></td></tr>
<tr><td>3
(ATTENDANCE AND ENGAGEMENT)</td><td><u>IDSR- Overall attendance of Disadvantaged (2025 – 2026)</u> (10 children)
2025-2026 – FSM 83.2% (national 92.3%)
2024-2025 Persistent absence - FSM 33.3% (national 24.9%)

<u>DFE – View Your Attendance Data- Attendance</u>
Year to date – 96.8 whole School
Year to date – 97.9 Disadvantaged</td></tr>
</table>

	<u>Similar Schools comparison report (Full Academic Year 2025-2026)</u> *Attendance Baseline Improvement Expectation (ABIE) – Target 2* *Attendance of pupils eligible for free school meals was 85.9%, lower than at least a quarter of similar schools. If you increased it to 94.9%, overall attendance would increase by 0.9 percentage points. Your overall persistent absence percentage would drop by 0.8 percentage points.* *WSL – 85.9% - Similar Schools FSM 94.5%*
4. (ACADEMIC)	*Pupils eligible for PPG who are also SEND have gaps and misconceptions in their learning and find it difficult to retain/recall prior knowledge, and not always able to articulate their next steps for their learning.* *(All Pupil Premium Children are currently at least of "waves of provision support" for SEND with 20% on TLSP)*
5. (ATTENDANCE AND ENGAGEMENT)	*Low attendance of Pupil Premium Children at before / after School clubs and enrichment activities.*
6. (ATTENDANCE AND ENGAGEMENT)	*Low engagement of Pupil Premium families in School activities and events*
7. (WELLBEING AND WIDER BARRIERS)	*Disadvantaged family units can face challenges providing social, emotional, academic and financial support. These barriers to learning experienced by disadvantaged need to be fully identified and addressed*

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
<u>ACADEMIC</u> To ensure that disadvantaged pupils achieve outcomes in the Year 1 Phonics Screening Check and Key Stage 1 Reading, Writing and Mathematics assessments that are above the national average over both annual and three-year measures.	• Disadvantaged pupils' attainment in the Year 1 Phonics Screening Check exceeds national averages annually and over three years. • Disadvantaged pupils' attainment in KS1 Reading, Writing and Mathematics exceeds national averages annually and over three years. • Internal assessment data demonstrates that disadvantaged pupils make at least expected progress from their starting points.
<u>ACADEMIC</u> To reduce the attainment gap between disadvantaged pupils at Waltham St. Lawrence Primary School and the national average for all pupils at the end of Key Stage 2, so that the three-year average gap in Reading, Writing and Mathematics, both individually and combined, is less than 20 percentage points.	• The three-year average attainment gap between disadvantaged pupils and all pupils nationally is less than 20 percentage points in Reading, Writing and Mathematics combined. • Year-on-year attainment outcomes for disadvantaged pupils demonstrate sustained improvement. • The proportion of disadvantaged pupils achieving both the expected standard and greater depth/higher standard increases over the strategy period.
<u>ATTENDANCE AND ENGAGEMENT</u> To improve attendance outcomes for disadvantaged pupils so that overall attendance is above the national average for disadvantaged pupils and persistent absence is below the national average each year.	• Attendance for disadvantaged pupils exceeds the national average for disadvantaged pupils each year. • Persistent absence for disadvantaged pupils remains below the national average annually. • Attendance interventions result in measurable improvements for identified pupils causing concern
<u>ACADEMIC</u> To ensure that disadvantaged pupils with SEND receive effective targeted academic and pastoral support,	• All disadvantaged pupils with SEND receive appropriately targeted support informed by assessed need.

including increased Ordinarily Available Provision (OAP), resulting in improved progress and a reduction in gaps in prior knowledge, understanding and attainment	• Assessment data demonstrates accelerated progress from individual starting points. • Gaps in attainment between disadvantaged pupils with SEND and their peers reduce over time.
ATTENDANCE AND ENGAGEMENT To increase the participation of disadvantaged pupils in extra-curricular activities, including before- and after-school clubs, educational visits and wider enrichment opportunities, ensuring equitable access to the full life of the school	• Participation rates of disadvantaged pupils in clubs and enrichment activities increase annually. • Participation in educational visits and residential opportunities is comparable to that of non-disadvantaged pupils. • Pupil voice indicates positive engagement with and enjoyment of enrichment opportunities
ATTENDANCE AND ENGAGEMENT To strengthen engagement with disadvantaged families and increase their participation in school events, workshops, consultations and wider school activities to support pupils' learning, wellbeing and sense of belonging.	• Attendance of disadvantaged families at parent consultations, workshops and school events increases year on year. • A greater proportion of disadvantaged families engage with school-led support and learning opportunities. • Parent surveys indicate improved communication, partnership and confidence in supporting learning at home.
WELLBEING AND WIDER BARRIERS To identify and address barriers to learning experienced by disadvantaged pupils through effective pastoral support, including ELSA provision, family support and financial assistance where appropriate, resulting in improved wellbeing, engagement and readiness to learn. These barriers will be identified through 1:1 pupil voice discussions.	• Identified disadvantaged pupils receive timely pastoral, emotional and practical support. • Wellbeing, behaviour and pupil voice measures demonstrate improved engagement and resilience. • Supported pupils show improvements in attendance, readiness to learn and academic progress.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils - Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: (Diagnostic assessment | EEF)	1,2,4
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils – Review of whole School	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. EEF Teaching and Learning Toolkit Feedback – 1/5 Low cost - 4/5 Evidence Strength (+6 Months Impact)	1,2,4

Marking and Feedback Policy		
Professional development to support implementation of approaches, for example, mastery-based approaches to teaching or feedback – Mastering Number materials implemented across EYFS and KS1	Schools should focus on building teacher knowledge and pedagogical expertise EEF Teaching and Learning Toolkit Mastery Learning 1/5 Low Cost 2/5 Evidence Strength (+ 5 months Impact)	1,4
Mentoring and coaching for teachers / TAs	Mentoring and coaching can be an important source of support, particularly for early career teachers. Consider the core components that make these strategies effective when developing their approach	1,4
Improve universal provision for all pupils	When pupils are in school, their experience should be inclusive, positive and supportive of their long-term academic attainment and personal development. It may be that an aspect of universal provision could be improved for all pupils, which might support the attendance of those with more barriers to learning.	3,4

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

Budgeted cost: £4,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted interventions to supplement universal provision - Reading Comprehension Strategies – ABC to read targeting Pupil Premium Children	Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. EEF Teaching and Learning Toolkit Reading Comprehension Strategies 1/5 Low Cost / 3/5 Evidence Strength (+7 months Impact)	4
Targeted interventions to support language development, literacy and numeracy – Drawing Club – EYFS / KS1	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupil's specific needs, while not inhibiting their access to the wider curriculum. EEF Teaching and Learning Toolkit ORAL Based intervention Cost 1/5 Evidence Strength 4/5 (+6 months Impact)	4,7

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and	EEF Teaching and Learning Toolkit Metacognition and Self-Regulation 1/5 cost / 4/5 Evidence Strength	5

behavioural needs – Whole School Participation in Attachment Aware Silver Award Project (Including Emotion Coaching)	(+8 months Impact)	
Supporting pupils' social, emotional and behavioural needs – Additional 1:1 ELSA Provision where required. (See appendix 1)	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. EEF Teaching and Learning Toolkit Cost 1/5 Evidence 3/5 (+3 months Impact)	7
Supporting School Attendance 2024 (From EEF) Build a holistic understanding of pupils and families, and diagnose specific needs Build a culture of community and belonging for pupils Communicate effectively with families	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. 1. Explore the issue by going beyond headline data 2. Build strong relationships to understand pupil context 3. Build a holistic understanding of the learning needs of pupils with SEN 1. Be inclusive by design, promoting positive relationships and attitudes 2. Promote positive relationships and active engagement for all pupils 3. Adopt a positive and proactive approach to behaviour for learning 1. Consider the relationships between schools and families 2. Critically review current practice 3. Make communications personalised and positive	3,6
Target Pupil Premium Children for Extracurricular and co-curricular activities, including sport and physical activities, outdoor and nature activities, arts participation and developing wider life skills	Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. Arts Participation cost 1/5 Evidence Strength 3/5 (+3 months Impact) Physical Activity cost 1/5 Evidence Strength 4/5 (+2 months Impact)	5,6,7
Communicating with and supporting parents – Targeted coffee mornings	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. Parental Engagement – cost 1/5 Evidence Strength 4/5 (+4 months impact)	6
Communicating with and supporting parents – Offer free breakfast club to all Pupil Premium Children	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. Magib Breakfast Trial Cost 1/5 Evidence Strength 2/5 (2months impact)	3, 5, 7

Total budgeted cost: £ *[13,950]*

Review of the Previous Pupil Premium Strategy (2024-2026)

Intended outcome	Success criteria	Progress
PP Strategy and SEND Teaching Learning and Support Plans are complementary to ensure disadvantaged pupils make accelerated progress. Provision is carefully planned so as not to overwhelm individuals. Pupils are aware of and able to articulate next steps in their learning	Inclusion Coordinator and PPG Leaders continuously monitor data outcomes provide evidence that provision is being well planned. Learning conversations are established and pupil conferencing and feedback has a positive impact on pupil outcomes.	Data outcomes partly monitored (New assessment system now introduced) Pupil progress meetings have taken place, (Formally re-introduced from Dec 2026)
Pre-learning / Pre-teaching and over learning are effective in giving the PPG children a 'head-start' on learning, particularly, in the teaching of key vocabulary and new units of work.	PPG children are able to access learning more quickly, allowing them to make rapid progress in lessons. Gaps in their learning are addressed efficiently through pre-teaching. The pupils feel more confident to contribute. Teachers are able to identify gaps in knowledge more quickly.	Pre-learning / Pre-teaching taking place Teachers more confident when identifying and addressing gaps in learning.
Class teachers or Link Teacher continue build strong relationships with families providing them with timely and appropriate resources and advice on how to best support their children's learning and wellbeing at home.	Regular meetings with Parents/carers Resources are provided to support learning at home, where necessary, additional support (e.g. booster sessions and 1:1) is offered in school to compensate for this.	Resources provided for parents to support children at home (particularly when SEND related)
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are catered for or alleviated. Pupils eligible for PPG are able to articulate their emotions. Children in receipt of PPG are made priority in oracy sessions and explicit teaching with regard to emotional vocabulary is provided.	PPG children receiving ELSA support and SALT Intervention Programme are making noticeable progress. There is clear evidence of their improved wellbeing. Pupils can express their feelings using emotion vocabulary and develop strategies for regulating their emotions. Pupil and parent questionnaires show that parents and children of disadvantaged families feel supported and additional barriers removed where possible.	Pupil Premium Children receive some ELSA / SALT sessions when appropriate. Pupils Premium children appear more confident when expressing their emotions during ELSA sessions. AASA bronze award helped to build dialogue and relationship between all staff and children. Zones of regulation training / Sensory aware classrooms CPD developed knowledge and understanding for staff.
Pupils have a breadth of experiences that enable them to contextualise their learning. School delivers an engaging, broad and varied bespoke curriculum.	Our rich and bespoke curriculum provide pupils with exciting, varied learning. Pupil questionnaires show that children enjoy school and are enthused to learn more. We have instilled a love of learning in all children. Teachers and support staff plan a wide range of visits / WOW events / experiences to inspire and enhance learning and make it memorable. Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside the school day.	Extra curricular visits have taken place using Pupil Premium funding. In addition, visits to School (NSPCC / Bikability / Author and Poet visits) help enrich the experiences of all children.

All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Pupils' attitude to learning and school has improved. Children are happy to come to school and feel safe. Their attendance shows significant improvement. Parents are engaged and supportive of school high expectations.	Although there was a slight fall last year for the academic year 2026 – 2027 so far, ALL disadvantaged children are above 90% attendance and the overall figure for disadvantaged is higher than national average. Year to date 96.8% Whole School 97.9% Disadvantaged

Part B: Externally Provided Programmes

Programme	Provider
Metacognition and Self-Regulation Resources	EEF
Sensory Aware Classrooms	Manor Green School
Zones of Regulation Training	Manor Green School / EP
Attachment Aware School Bronze Award	Achieving for Children
Nessy Reading & Spelling	Nessy Learning
Read Write Inc.	Ruth Miskin Training
ELSA (Emotional Literacy Support) Supervision Programme	Educational Psychology Service / External Consultant
Speech and Language Therapy Programme	NHS Trust / Independent SALT provider

Service Pupil Premium Funding

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

Appendix 1

IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS

Core skills at the heart of SEL

Education Endowment Foundation

Core competency	Definition	Associated skills
Self-awareness	The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.	• Identifying emotions • Accurate self-perception • Recognising strengths • Self-confidence • Self-efficacy
Self-management	The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.	• Impulse control • Stress management • Self-discipline • Self-motivation • Goal setting • Organisational skills
Social awareness	The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.	• Understanding emotions • Empathy/sympathy • Appreciating diversity • Respect for others
Relationship skills	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	• Communication • Social engagement • Relationship building • Teamwork
Responsible decision making	The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.	• Identifying problems • Analysing solutions • Solving problems • Evaluating • Reflecting • Ethical responsibility