

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

Main text and blue text - 2025/26 initial strategy

Red text - 2026/27 updates

Green text 2027-28 updates

School overview

Detail	Data
School name	Widmer End Community Combined School
Number of pupils in school	2025/26: 196
Proportion (%) of pupil premium eligible pupils	2025/26: 8.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 - 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Gemma Hillier
Pupil premium lead	Louise Ross-Wood
Governor / Trustee lead	Sharon Cliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,709
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	£33,709

Part A: Pupil premium strategy plan

Statement of intent

At Widmer End Community Combined School, we recognise 'disadvantaged' includes all pupils whose educational achievement and success are at risk due to social and/or economic vulnerability. Circumstances beyond low-income are identified as barriers to a child's education, with factors such as aspiration, parental education, guardianship, attendance, ongoing medical care and special educational needs impacting on opportunity, child development and health. We therefore take educational disadvantage to incorporate all pupils who are vulnerable, including children with a social worker, who are a young carer, and whether or not they are in receipt of the Pupil Premium grant.

As a school community, we hold all families in high regard, seek to engage meaningfully with them, and maintain high expectations for pupil behaviour, attendance and attainment. 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 non-disadvantaged peers in school.

Our ultimate objective is to work as a collective staff to ensure a robust and ongoing evaluation framework is in place to support the planning and implementation of an approach that seeks to proactively address what it means to be disadvantaged - to help all pupils experience success in school on a daily basis, to attain well in their learning and to thrive personally and socially. This strategic plan sets out clear objectives and success criteria in order to meet these, alongside the key challenges specific to our setting based upon comprehensive evaluation .

Our ultimate objectives are to:

- Be the 'champions' for pupils and families - building understanding, positive and supportive relationships.
- Provide all staff - teaching, pastoral, support - with the capacity, expertise, knowledge and development to meet the needs of our vulnerable and disadvantaged pupils.
- Maintain high expectations of behaviour, attendance, achievement.
- Ensure robust assessment data is used to plan effectively to meet the needs of all pupils.
- Ensure robust systems of formative and summative assessment identify attainment gaps
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts within school.
- Implement targeted provision to support skills acquisition, understanding and confidence.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Access to enrichment opportunities within the wider school life to develop cultural capital and support positive wellbeing.

- Equip pupils to look after their social and emotional wellbeing, to develop effective self-regulation strategies and resilience.

In order to achieve our objectives and overcome identified learning challenges we will:

- Plan ongoing opportunities to engage with families - especially those we identify as 'hard to reach'.
- Regularly evaluate the factors which contribute to disadvantage, embed strategies to plan for targeted support of these barriers and ensure all staff engage with the knowledge.
- Build trusting relationships in order to make critical observations and gather pupil voice.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching and receive the best possible education.
- Provide ongoing and comprehensive training to make use of assessment tools to track pupil progress and attainment.
- Provide targeted provision and support to quickly address identified gaps in learning, including the use of small group work and 1:1 teaching.
- Provide pastoral intervention, for instance Nurture, ELSA and Young Carers for those whose circumstances meet the criteria for this.
- Promote the development of secure reading skills and a love of reading, offer regular 1:1 reading to build fluency and comprehension skills to read for meaning.
- Use funding to support access to trips, residential visits and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment opportunities including sport and music and where possible, ensure these respond to pupils' interests.

Our strategy plan provides a reliable framework and approach that is responsive to identified challenges and individual needs, rooted in robust assessment that empowers staff to meet the needs of pupils and 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	Attainment data shows a significant proportion of disadvantaged pupils are behind age-related expectations in both Reading and Maths compared to non-disadvantaged peers . Other considerations that further place pupils at risk of underachievement are compounded by wider barriers to their learning including identified SEN needs.
2	Attendance data shows that low attendance (90-95%) impacts some disadvantaged pupils, alongside punctuality at school . Assessments, observations, and discussions by professional stakeholders, recognise the wider impact this has on access to available learning opportunities, academic progress, social emotional development and enrichment opportunities.
3	Parental engagement of the families of disadvantaged pupils is recognised as a key challenge. When engagement is weak, disadvantaged pupils are disproportionately affected.

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
<p>Improve reading comprehension and attainment for disadvantaged pupils, aiming to close the attainment gap with non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● Comparatively, disadvantaged pupils meet the national expected standard in Key Stage 2 reading assessment. ● Assessment data and observations show a significant improvement in comprehension skills among disadvantaged pupils, using PIXL data. ● Disadvantaged pupils achieve top quartile for progress made by disadvantaged pupils in similar schools. ● The reading subject leader is confident in identifying and providing support to overcome barriers to reading, ensuring all pupils benefit. ● Year 1 phonics screening: disadvantaged pupils achieve a score in line with their non-disadvantaged peers.
<p>Improve maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> ● Comparatively, disadvantaged pupils meet the national expected standard in Key Stage 2 maths assessment. ● Year 4 multiplication tables check: disadvantaged pupils achieve a score in line with their non-disadvantaged peers. ● Disadvantaged pupils make positive progress in maths, using PIXL data.
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● The number of persistent absentees among disadvantaged pupils is reduced. ● Ensure the school's overall attendance rate is at least 95% for each academic year. ● The number of 'late marks' among disadvantaged pupils is reduced. ● Data shows a sustained increase in punctuality for disadvantaged pupils compared to the previous year. ● The attendance gap between disadvantaged pupils and their non-disadvantaged peers is narrowed year on year. ● Systems are in place to identify and support individual pupils who are persistently late, with provision and a robust policy to address barriers planned for. ● Half-termly assessment of attendance (data drop from Arbor). ● Regular parental communications are delivered, recorded and acted upon where necessary.
<p>To build a strong partnership between parents and the school to improve pupil's outcomes and</p>	<ul style="list-style-type: none"> ● Increased attendance of parents engaging in workshops and school events, which can be tracked through attendance records.

<p>to better support their child's learning at home.</p>	<ul style="list-style-type: none"> ● Parent surveys and feedback indicate parents feel more informed, supported and connected to the school. ● Evidence that parents are supporting learning at home, through increased use of shared online platforms. ● Attendance and punctuality improve as a result of parental engagement in a child's education.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> ○ qualitative data from student voice, student and parent surveys and teacher observations ○ Sustained participation in enrichment activities ● Children have access to opportunities to discuss their well being through appropriate support and interventions (E.g. Nurture, Elsa or have an identified emotions coach/key adult for check-ins). ● 'Motional' is used as an evidence-based, easy-to-use tool to measure, positively impact, and report on emotional health across our whole school or setting. ● A pupil wellbeing survey is taken twice a year with outcomes assessed, shared and addressed. ● Disadvantaged pupils are supported to attend a variety of extra curricular clubs both within and outside of the school setting.

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: **£7416**

Activity (cost)	Evidence that supports this approach	Challenge number(s) addressed
High quality, targeted support to address identified pupils.	The EEF evidence recognises some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	1
CPD to train and upskill support staff to deliver key provision (E.g Read, Write, Inc, Nessy Reading and Spelling)	EEF evidence states that group and one to one provisions led by teaching assistants, are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.	1
Targeted teaching assistant deployment to deliver provisions targeting specific needs and barriers across the setting.	EEF findings - the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1
Quality First Teaching - CPD/Training	Evidence from the EEF shows that Quality First Teaching with a strong focus on children in receipt of Pupil Premium is the most effective single measure for improving children in receipt of Pupil Premium's outcomes	1
Read Write Inc training & Development days	The EEF reports that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Careful matching of early reading books to phonics will support phonics development.	1

National wellbeing programme - raising attainment with wellbeing - senior mental health lead	Training for pastoral leads and HLTA to raise wellbeing to in turn impact positively on pupils' attainment.	1,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£16,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics teaching and TA interventions - ensure staff have the necessary skills, knowledge and understanding. Phonics 1:1 fast track tutoring	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1
Specific, targeted interventions (group or 1:1) across the week with trained LSAs; such as: precision monitoring, Nessy programme, speech and language link. Also same day interventions as identified by teachers (Includes invitation to early morning intervention clubs)	Evidence from Sutton Trust shows that there is evidence of greater impact when TAs are given a well-defined pedagogical role or responsibility for delivering specific interventions, particularly when training and support are provided.	1
Laptop allocation to specific pupils	Increase accessibility to curriculum	1
Maths extra curricular club (Maths focus) with resources Study Squad available for all children to access run by teachers (providing parental support)	Evidence from the Sutton Trust shows that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	1,3

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

Budgeted cost: **£9443**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly check-ins with children in receipt of Pupil Premium (by LSAs) to support wellbeing and boost attendance	Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement. The EEF research establishes through research clear links between poor	1,2,3

	attendance and poor attainment and behaviour	
Monitoring of attendance and subsequent communications/ actions		1,2, 3
Financial support with trips and visits	On a case-by case basis. Having wider life experiences will impact on their ability to be creative and place the broad curriculum they are studying in a real-life context.	2,3
Financial support with extra-curricular activities	Attendance on trips, visits and engagement with other experiences bonfire the whole class through shared experiences. https://www.tandfonline.com/doi/full/10.1080/10645570802355562	2,3
Financial support with uniform/ resources	Gives children a sense of belonging and meets uniform standards.	3
Emotional/ behavioural support provided - external or by pastoral lead eg ELSA/ Nurture sessions/ My Future Self/ Team of life/ Young carers	The DfE reports that more successful schools have strong social and emotional support strategies to help pupils in need of additional support. Ofsted has stated that “children’s wellbeing and happiness in school underpin their attainment and achievement”; and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children. (Public Health England 2014, Building children and young people’s resilience in schools).	1,2,3
Provision of Forest Schools - training and resources	A study by the Forest School Association showed that children’s academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn’t participate, whole school and national data. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.	1,2,3

Total budgeted cost: £33,709

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 2022 to 2023 academic year.

2024/25 PP strategy outcomes

Achievement

KS1 - 2/7 pupils in receipt of the Pupil Premium fund achieved the expected standard or above in reading, writing and maths (28.6%), though a higher percentage - just over 10% - of non-eligible PP pupils achieved this (39.5%).

KS2 - 5/17 pupils in receipt of the Pupil Premium grant achieved the expected standard or above in reading, writing and maths (55.6%), though a higher percentage of non-eligible PP pupils achieved this (68.4%).

In Maths, a higher percentage of pupils in receipt of the PP grant achieved the expected standard or above - 77.8% (eligible) compared to 75.9% of non-eligible pupils.

In reading, the gap was again narrowed, with 77.8% of PP eligible pupils achieving EXS+ compared to 81% of non-eligible pupils.

Similarly, in writing, there was a narrow gap between PP eligible (66.7%) and non-PP eligible (73.4%) pupils meeting the expected standard or above.

KS2 pupils in receipt of the PP grant, meeting the expected standard or above in (combined) reading, writing, maths, was statistically higher than the both national and local (Buckinghamshire) data.

Progress

KS1 - In reading, writing and Maths combined, there was a progress increase of 11.9% from last year of KS1 pupils in receipt of the PP grant achieving EXS or above. This progress was higher than non-eligible PP pupils in KS1 - where this increase was up, but only by 0.5%.

In reading, PP eligible pupils made increased progress compared to last year, with 20% more pupils achieving EXS or above, compared to their non-eligible peers where the progress percentage was up by 1.1%.

In writing, progress from last year increased by 26.2% for PP eligible pupils, and in Maths the increase was 20%. This, compared to non-eligible peers, was a significant improvement in progress.

KS2 - In reading, writing and Maths combined, PP eligible pupils made increased progress compared to last year, with 11.1% more pupils achieving EXS or above. Though, non-eligible peers made a greater percentage increase, this was a narrower gap of only 1.6% (12.7%).

In Maths, the gap is narrowing, where PP eligible recipients made a 11.1% progress increase, compared to non-eligible peers with a percentage increase from last year of 12.7%.

In reading and writing, non-eligible pupils made significantly greater progress.

Overall, progress has been supported effectively across the year.

In Maths, staff CPD has enabled a robust delivery of daily Maths meetings across all classes (YR-Y6), providing regular opportunity to review and embed number and arithmetic skills. Use of available platforms to support curriculum delivery, and provide stretch and challenge have been used consistent in lessons, with further training provided in this academic year. The additional purchase of platforms to support regular rehearsal of times tables have seen progress in KS2 well-supported.

In writing, staff training has supported progress, INSET has provided a focus on moderation and teaching Spelling & Grammar and supporting pupils towards making better progress.

In KS1, there was a significant progress increase in writing, this was well-supported by the newly introduced RWI (Read Write Inc) 'Get Writing' lessons within English.

The continued focus on reading, regular staff training, consistent approaches to check has also helped support attainment and progress. The Fonetti Reading programme is in use supporting a number of PP eligible pupils to develop reading fluency and accuracy.

Evidence from learning walks and subject monitoring indicates more effective use of TAs to support scaffolding, repeated instruction, modelling, and further rehearsal of taught skills. For PP eligible pupils with an identified SEND need, High Quality Inclusive practice supports needs within the classroom, with secure evidence in all classes of effective modelling and explicit teaching. For pupils with or without a SEND need, pupil progress meetings have helped to identify children for more targeted intervention.

Pixl therapies, and the training required to set these up for staff to lead them have supported progress in Maths, Reading and Writing. The impact of these was seen evidently in our KS2 SATs data - with 7/7 PP eligible Year 6 pupils meeting the expected standard or above in reading (with starting points of 4/7 PP eligible pupils achieving EXS+). In Maths 5/7 PP eligible pupils achieved the expected standard, In writing, 4/7 PP eligible pupils achieved the expected standard.

100% of children in receipt of Pupil Premium have been able to participate in extra-curricular clubs of their choice this year.

100% of children in receipt of Pupil Premium have been able to participate in school trips and visits this year where offered. 100% attended the Y5 residential trip. 3/7 PP eligible pupils attended the Y6 residential - financial consideration reported not to be the reason for non-attendance.

Attendance

Comparative data - From Sept 2024 - Sept 2025

- PP eligible (Sept 2024) - 95%, PP eligible (Sept 2025) 91.7%
- Non-PP eligible (Sept 2024) - 96.5%, Non-PP eligible (Sept 2025) - 96.5%

Pupil premium: 91.8% attendance (Aut term 25/26)

Non-pupil premium - 96.5% attendance (Aut term 25/26)

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
N/A	N/A