

Pupil premium strategy statement – Pewithall 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	204
Proportion (%) of pupil premium eligible pupils	19.
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)	
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	D Baugh/ Head
Pupil premium lead	David Baugh
Governor / Trustee lead	Noel Hutchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56, 055
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>	£56, 055

Part A: Pupil premium strategy plan

Statement of intent

At Pewithall Primary School, our ultimate objective for disadvantaged pupils is to ensure they achieve outcomes that are at least in line with, and ideally exceed, those of their non-disadvantaged peers. We aim to remove barriers to learning, provide equitable opportunities, and foster high aspirations so that every child can thrive academically, socially, and emotionally.

Our current Pupil Premium Strategy is designed to work towards these objectives by:

- **Targeted Support:** Delivering evidence-based interventions in reading, writing, and mathematics to accelerate progress by teaching assistants.
- **Quality First Teaching:** Prioritising high-quality classroom practice and professional development for staff to meet the needs of disadvantaged learners.
- **Enrichment and Wellbeing:** Providing access to wider opportunities and pastoral support to enhance confidence, resilience, and engagement.

The key principles underpinning our strategy are:

1. **Early Identification and Intervention** – Using robust assessment and tracking to identify gaps and act swiftly.
2. **High Expectations for All** – Maintaining an ambitious curriculum and culture of success for disadvantaged pupils.
3. **Evidence-Informed Practice** – Implementing approaches proven to have the greatest impact, such as metacognitive strategies and structured phonics.
4. **Whole-School Responsibility** – Ensuring all staff understand their role in closing the attainment gap.
5. **Monitoring and Evaluation** – Regularly reviewing impact and adapting provision to maximise effectiveness.

Through this strategy, we are committed to ensuring that disadvantage does not define a child's future. Every pupil will have the support, challenge, and opportunities they need to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Economic Hardship and Poverty</p> <ul style="list-style-type: none">• High rates of child poverty: Approximately 32.1% of children in Halton live in poverty—nearly one in three—considerably higher than the England average (around 20%).• Working families affected: Around 71% of these children are in households where at least one adult is employed, highlighting that low incomes and the cost-of-living crisis are significant stressors
2	<p>Deprivation and Equity</p> <ul style="list-style-type: none">• Local deprivation hotspots: Roughly 30% of Halton's population resides in high-deprivation areas, including parts of Runcorn and Widnes, exacerbating economic and social challenges.• Income deprivation: National data show a widening income gap, with child poverty rates increasing regionally—not just locally—between 2020 and 2024.
3	<p>Educational Attainment and Early Development</p> <ul style="list-style-type: none">• Lower early communication skills: Multiple schools in the area report low speech and language levels upon nursery entry, requiring targeted early intervention.• Widening attainment gap: Disadvantaged pupils suffer a significant lag—on average, a 10-month gap at age 11 and nearly 19 months by age 16—largely due to lower attendance and peer effects.
4	<p>School Attendance and Engagement</p> <ul style="list-style-type: none">• Poorer attendance patterns: Disadvantaged pupils miss school more frequently, contributing directly to the widening attainment gap.• Post-pandemic absenteeism: This challenge has deepened following COVID-19, with attendance and engagement now critical areas for intervention.

Special Educational Needs and Mental Health

- **SEND identification inconsistency:** There's no consistent, reliable tool to identify SEND, which may leave some disadvantaged children without adequate support.
- **Mental health and belonging:** Low levels of school belonging and limited mental health support, when combined with deprivation, further hinder disadvantaged pupils' development.

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><i>1. Raise Combined Reading, Writing and Maths (RWM) Outcomes</i></p> <p><i>Outcome: Disadvantaged pupils achieve at least national average in combined RWM at KS2, closing the gap with non-disadvantaged peers.</i></p>	<p>Measure: KS2 combined RWM % at expected standard improves by ≥ 5 percentage points from 2024/25 baseline. Progress scores for disadvantaged pupils in Reading, Writing and Maths ≥ 0.0. Termly group-level dashboards track RWM combined for disadvantaged/SEND/social-care cohorts.</p>
<p><i>2. Strengthen Mathematics Fluency and Reasoning</i></p> <p><i>Outcome: Disadvantaged pupils demonstrate secure fluency and problem-solving skills in mathematics.</i></p>	<p>Measure: KS2 maths attainment for disadvantaged pupils moves from “close to average” to above national by July 2026. Internal gap tracking shows disadvantaged pupils’ arithmetic and reasoning scores improve by ≥ 15 percentage points across intervention cycles.</p>
<p><i>3. Accelerate Writing Composition</i></p> <p><i>Outcome: Build on strong EGPS outcomes to improve sentence control, cohesion and editing for disadvantaged pupils.</i></p>	<p>Measure: Writing attainment for disadvantaged pupils remains above national and shows improved composition quality in moderated samples. Termly work scrutiny evidences pupils “know more, remember more and do more” in writing.</p>
<p><i>4. Improve Early Language and Communication</i></p>	<p>Measure: 100% EYFS pupils screened for SLCN; targeted pupils show $\geq 20\%$ improvement on oral language assessments.</p>

Outcome: EYFS and KS1 disadvantaged pupils close gaps in speech, language and communication.	EYFS GLD for disadvantaged pupils improves by ≥ 8 percentage points year-on-year.
5. Increase Attendance and Engagement Outcome: Disadvantaged pupils attend regularly and engage positively.	Measure: PP attendance $\geq 94\%$; persistent absence reduced by 2 percentage points. Weekly attendance dashboard monitored by SLT and governors.
6. Enhance Mental Health, Wellbeing and Belonging Outcome: Disadvantaged pupils feel safe, supported and included.	Measure: Wellbeing scores (THRIVE) improve by ≥ 1 point for targeted pupils. PP participation in enrichment $\geq 85\%$; pupil voice surveys show $\geq 90\%$ report feeling they belong.

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: ££18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching and CPD for teachers (focus on explicit instruction, feedback, and metacognition)	EEF: High-quality teaching has the greatest impact on disadvantaged pupils; metacognitive strategies improve attainment	3
CPD on phonics-to-writing integration and maths reasoning	EEF: Systematic phonics and structured problem-solving improve literacy and numeracy outcomes	3
Recruitment and retention of skilled TAs for classroom support	EEF: Effective deployment of TAs improves pupil progress when linked to structured interventions	3, 5

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA-led small group interventions in Reading, Writing, and Maths	EEF: Small-group tuition (+4 months progress); structured interventions accelerate learning	3
N.E.S.T provision for targeted pupils (social-emotional and academic readiness)	EEF: Social-emotional learning improves attainment and engagement	3, 5
Online learning platforms (Times Table Rock Stars, Sumdog) for fluency	EEF: Digital tools can reinforce core skills when used alongside teacher input	3
Additional EYFS personnel (£150/day) for early language and communication support	EEF: Early intervention in language development has high impact on later attainment	3

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

Budgeted cost: £ 16,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rock Kidz programme to boost engagement and belonging	EEF: Arts and enrichment activities improve motivation and attendance	4, 5
Attendance mentoring and first-day response system	DfE guidance: Rapid response reduces persistent absence	4

Mental health and wellbeing support through N.E.S.T and ELSA	EEF: Social-emotional interventions improve resilience and readiness to learn	5
Enrichment for PP pupils	EEF: Wider experiences improve cultural capital and engagement	1, 2, 5

Total Budgeted Cost: £56,055

- Teaching: £18,000
- Targeted Academic Support: £22,000
- Wider Strategies: £16,055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Academic Year 2024/25

Performance of Disadvantaged Pupils

- **KS2 Outcomes (multi-year analysis):**
- Reading, Writing and EGPS attainment for disadvantaged pupils was **above national averages**, indicating strong literacy foundations.
- Combined Reading/Writing/Maths (RWM) and Mathematics were **close to national averages**, highlighting these as leverage points for improvement.
- No measures fell below national standards, confirming overall secure achievement.

(Source: ASIA Report – multi-year averages for KS2 cohort of 28 pupils). [\[Disadvantaged Pupils ASIA Report\]](#) [\[Word\]](#)

- **Comparison to Non-Disadvantaged Pupils:**
- Internal tracking shows disadvantaged pupils performed broadly in line with peers in Reading and Writing but lagged in Maths and combined RWM.
- The attainment gap in Maths persisted at **4–6 percentage points**, consistent with national trends.
- **Contextual Note:**
- Pupils included in these outcomes experienced disruption due to COVID-19 earlier in their schooling, which may have affected progress unevenly.

Assessment Sources

- **National Assessments:** KS2 statutory data (Reading, Writing, Maths, EGPS).
- **School Assessments:** Termly summative tests; formative teacher assessments; moderated writing samples.
- **Wider Indicators:** Attendance, behaviour logs, wellbeing surveys (SDQ), and enrichment participation.

Wider Issues Impacting Performance

- **Attendance:** Disadvantaged pupils' attendance averaged **92.8%**, below the school target of 95%. Persistent absence remained high at **14%** for PP pupils.
- **Behaviour & Wellbeing:** SDQ profiles indicated elevated emotional needs for a small cohort; N.E.S.T provision supported re-engagement.
- **Enrichment:** PP participation in clubs and trips was **78%**, below the 85% target.

Progress Against Previous Strategy

- **What Worked Well:**
 - High-quality teaching and CPD improved Reading and Writing outcomes significantly.
 - EGPS strength leveraged to support sentence-level writing improvements.
 - Early language interventions in EYFS showed measurable gains (WellComm data: +18% improvement for targeted pupils).
- **Areas for Development:**
 - Maths fluency and reasoning remain priority gaps.
 - Attendance strategies had partial impact; persistent absence still above target.
 - Mental health and belonging initiatives need scaling to reach all targeted pupils.

On Target for Current Strategy?

- **Partially:** Literacy outcomes are strong and aligned with intended goals; however, combined RWM and Maths require accelerated improvement. Attendance and wellbeing targets need sharper focus.

Summary Judgement

The previous plan successfully secured strong literacy outcomes and improved early language development. To move towards exceptional performance, the current strategy will prioritise **Maths fluency, combined RWM attainment, and attendance/engagement**, while sustaining gains in writing and early language.

Externally Provided Programmes

Programme	Provider
Rock Kidz	Rock Kidz UK
Times Table Rock Stars	Maths Circle Ltd
Sumdog	Sumdog Ltd
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
SCARF PSHE Programme	Coram Life Education

Service pupil premium funding (optional)

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

The impact of that spending on service pupil premium eligible pupils

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.