

Pupil premium strategy statement – Wouldham All Saints CEP 2026/27

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	386
Proportion (%) of pupil premium eligible pupils	20%
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)	2025/2026 2026/2027 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs V Baldwin
Pupil premium lead	Mrs V Baldwin
Governor / Trustee lead	Mrs J Collins/Mr A Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,348.00
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>	£141,348.00

Part A: Pupil premium strategy plan

Statement of intent

At Wouldham All Saints our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. Our child centred school approach enables pupils to develop the skills, knowledge and growth mindset they need to reach their full potential and succeed in all that they do. Our Pupil Premium Strategy is focused on supporting disadvantaged pupils to overcome barriers to learning through a range of strategies to ensure all pupils, regardless of their ability are appropriately supported and challenged enabling them to move onto their next steps of learning.

High-quality teaching is at the heart of our approach because it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all children in our school.

Using research from the Education Endowment Foundation and associated bodies, we carefully plan expenditure based on the usefulness and effectiveness of various strategies ensuring that interventions have high impact and are cost effective.

Beyond quality-first teaching, the following strategies and interventions are used to help improve the outcomes and attainment of our disadvantaged children with the intent of closing the gap between disadvantaged and non-disadvantaged pupils:

- Coaching and mentoring of staff to improve teaching and learning
- Effective deployment of Teaching Assistants
- Targeted individual intervention with trained staff
- Oral language interventions, including NELI and speech and language programmes based on assessment from our Speech and Language Therapist
- Parental involvement/engagement workshops and activities
- Reading fluency and comprehension programmes
- Small group tuition with qualified staff
- Social, emotional and mental health support including counselling, play therapy, thrive intervention and time to talk
- Funded places at breakfast and after school clubs
- Personal resources and equipment
- Funded places on trips and additional activities such as sports clubs and music lessons for enrichment

Pupil progress and attainment is carefully monitored using a range of summative and formative assessment tools. Termly Pupil Progress meetings enable us to track disadvantaged children and put in place provisions required to further develop and support their learning.

Challenges

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

Challenge number	Detail of challenge
1	Social Emotional and Mental Health Assessments and observations indicate that the impact of Covid and the cost-of-living crisis continue to impact the wellbeing, behaviour and education of some disadvantaged pupils. Some Pupil Premium pupils have been identified as having social and emotional, mental health, self-confidence and anxiety issues. These challenges have negatively affected attendance, behaviour and performance of these pupils.
2	Reading and oracy Assessments and observations indicate that a low number of disadvantage pupils are accessing reading at home and many pupils have speech and language delay.
3	Attendance Some Pupil Premium pupils have low attendance and others are frequently late to school. This has a negative impact on academic progress and requires improvement.
4	SEND A high percentage of Pupil Premium pupils have SEND needs requiring specific interventions to target learning difficulties. The majority of these pupils are working below the expected level in one or more areas of the curriculum and/or within their social and emotional development.
5	Writing Assessment and observations indicate that Pupil Premium attainment is below non disadvantaged pupils in writing. Some pupils have poor oracy, gross and fine motor skills, affecting both communication and writing.
6	Mathematics Assessment and observations indicate that Pupil Premium attainment is less than non-disadvantaged children in maths. Formative and summative assessment in early years indicate that children have low starting points and that Mathematical fluency and reasoning needs developing to raise attainment in Maths.

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
Supporting all children and vulnerable families with SEMH needs.	Our trained school counsellor / school therapist will work with the most vulnerable children on a weekly basis for up to 12 weeks.

	Our attendance team with family support will yield improved attendance of Pupil Premium pupils in line with non-Pupil Premium Effective use and monitoring of CPOMS by staff and DSL to record and track vulnerable pupils will result in early support and less families in crisis. The school dogs will continue to offer comfort and encouragement to vulnerable children. Nurture room (the Nest) and quiet learning spaces for intervention will benefit vulnerable children. Two Thrive Practitioners will deliver intervention with vulnerable children to support their emotional and social development.
Accelerate progress particularly in early reading, mathematics and combined KS2 attainment, while increasing the proportion of disadvantaged pupils achieving greater depth/high standards	Data will reflect a sustained improvement for pupil premium children when compared to previous academic years. The attainment gap between PP and non-PP pupil will decrease from the previous year and be in line with Kent/National data.
Improved attendance with a particular focus on reducing persistent absence.	Pupil Premium attendance will continue to move closer in line with the whole school. Timely intervention and support will reduce persistent absence.
SEND pupils make sustained progress against their individual targets on their SEND plans.	Regular, effective monitoring and assessment of pupils on the SEND register to track progress and identify individual pupil needs. Needs targeted through impactful interventions, effective differentiation and implementation of EHCP provision, to enable 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: £47,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture programme targeting key pupils Thrive CPD for SLT member plus two Specialist TAs	Queens University Belfast and DFE research highlighted that there is clear and convincing evidence that Nurture in schools is well having consistent, significant and large effect in improving social, emotional and behaviour outcomes among children from some of the most deprived areas. QUB Nurture Evaluation Exec Summary.pdf Nurture UK is supported by a range of academic research and evidence. nurtureuk research: promoting nurture in education	1, 3, 4
CPOMS subscription and whole staff training	Safeguarding at Wouldham extends beyond statutory child protection and reflects the school's wider commitment to early identification, family support, pupil welfare and well-being. The highest levels of recorded need relate to behaviour, home and parenting issues, and safeguarding concerns. CPOMS states that it is a complete suite of tools designed to enhance safeguarding practices so students thrive, staff are liberated to help every student reach their potential and no student slips through the net.	1, 3
New resources for our Phonics scheme to improve data outcomes – Little Wandle New tech with reading materials for KS2 pupils	Supported by the English Hub as an effective synthetic phonics and reading scheme. Purchase of phonetic decodable books matching the scheme to support home reading	2
Writing scheme: Pathways to writing Handwriting programme – Kinetic Letters	Underpinned by inclusive provision including the use of colourful semantics (linked to our SEN training). Supported by the Literacy Company and English Hub with proven success across multiple schools. Kinetic letters is a fun, multi-sensory approach with proven impact over the past 12 months noted by all stakeholders.	4,5
Maths Mastery Programme with	Mastery curriculum supported by research from NCETM, the maths Hub and partners	6

significant CPD for teachers – Power Maths	encompassing the most effective pedagogical strategies for teaching mathematics Supporting Research, Evidence and Argument NCETM A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.	
Subject leader focus for bespoke planning and monitoring linked to active learning based on guidance from evidence-based schemes to improve teaching and learning in foundation stage subjects.	EEF evidence suggests that the attainment gaps are not just wide in maths and English but across all curriculum subjects. Pupils must have opportunities to experience a quality curriculum where they can develop a wide scope of knowledge and skills.	2,4
CPD for subject leaders to support the delivery of high-quality teaching, effective use of resources and improved standard of learning and achievement for all pupils.	EEF research states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Teacher CPD will have a direct impact on improving the academic achievements of disadvantage pupils particularly in maths and English.	2, 5

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

Budgeted cost: £47,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS2 Phonics</i> <i>Individual reading</i>	Staff and volunteers aim to read with pupil premium pupils every day. EEF Little Wandle Cognition and learning specialist TAs to attend dyslexia training with Specialist Teaching and Learning Service to improve interventions.	2,4

<i>Rapid catch-up phonics (1 FT trained TA)</i> <i>Lexia programme subscription</i>	EEF research noted improvements in decoding and spelling via rapid catch-up phonics (not comprehension) EEF research into Lexia suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.	2, 5
<i>Targeted language teaching</i> <i>All EYFS staff to receive SHREC training</i> <i>3 trained TAs</i> <i>1 SALT</i>	NELI – EYFS In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. SALT Intervention Delivered by our in-house Speech and Language therapist to targeted pupils. Our therapist has also trained our two speech mentors to deliver key interventions.	2, 4, 5

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

Budgeted cost: £47,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase outdoor learning and metacognition development opportunities for all through the delivery of onsite Forest School	Research from EEF suggests that outdoor learning provides SEL opportunities, which in turn impacts pupils' decision-making skills, interaction with others and their self-management of emotions. Social and Emotional Learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Council for Learning Outside the Classroom https://www.lotc.org.uk/category/research/	1, 4

Weekly commission of a trained school counsellor	New research from BACP, May 2025 shows multiple benefits of school counselling New studies highlight benefits of on-site counselling for students and school staff New research shows multiple benefits of school counselling	1
To improve outdoor learning and play via OPAL programme which supports the development of social skills, language, gross and fine motor.	Based on the first-ever comprehensive review of the academic and literary research evidence supporting the case for better play in primary schools. This report sponsored by Sport England and carried out in association with Gloucester University will provide decision-makers with the evidence they need to improve the policy, strategic planning and funding support for play in UK primary schools. Research and Evidence - Outdoor Play And Learning	1, 3, 4
Support funding with school trips, uniform and clubs for families in receipt of FSM.	Ensuring children have equal access to uniform and enrichment is essential to a sense of belonging within the school community.	1, 3
Initial training and CPD to enable us to have a minimum of 3 Thrive practitioners	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Research behind Thrive The Thrive Approach	1, 3

Total budgeted cost: £141,348.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Since September 2023, the school has maintained a sustained focus on improving outcomes for disadvantaged pupils alongside raising standards for all. Analysis over the three-year period demonstrates clear improvement from a low starting point, although disadvantaged attainment remains inconsistent between cohorts and closing the gap remains a key school priority.

In EYFS, disadvantaged outcomes have improved considerably. Good Level of Development increased from 0% in 2023 to 28.6% in 2025 and 50% in 2026. Literacy and mathematics outcomes have followed a similar improving trajectory. Although disadvantaged pupils remain below Kent and national disadvantaged averages, the gap has narrowed substantially while whole-cohort outcomes have strengthened, with 79.2% achieving GLD in 2026.

Phonics remains more variable. Year 1 disadvantaged attainment improved from 44.4% in 2023 to 57.1% in 2024, before falling to 12.5% in 2025. This recovered to 46.7% in 2026 but remains below Kent and national disadvantaged outcomes. Conversely, by the end of Year 2, 81.8% of disadvantaged pupils met the expected standard in 2026, above the Kent disadvantaged figure of 77.6%, demonstrating the impact of continued targeted support.

At KS2, the longer-term picture is also improving. In 2023, 28.6% of disadvantaged pupils achieved the combined expected standard in reading, writing and mathematics. This increased to 30% in 2025 and 35.7% in 2026. Particularly positive improvement is evident in writing, where 64.3% of disadvantaged pupils achieved the expected standard in 2026, exceeding both Kent (58.4%) and national disadvantaged outcomes (60.2%). Reading and mathematics also improved compared with 2025, although gaps remain.

Internal whole-school assessment data provides further evidence of the impact of our strategy. Pupil Premium pupils are making expected or better progress across reading, writing and mathematics in most year groups, with particularly strong outcomes in Years 4–6. In Year 4, 85% of PP pupils made expected or better progress in reading and writing and 92% in mathematics; in Year 5, outcomes were 56%, 75% and 88% respectively; and in Year 6, 62%, 100% and 77%. Year 1 PP pupils achieved 100% expected or better progress across all three subjects. However, outcomes in Year 3 remain weaker (45% reading, 45% writing and 55% mathematics), identifying a clear priority for targeted support. Fundamentally, internal data indicates that our provision is increasingly effective in accelerating progress, while highlighting the need for continued precision in responding to cohort and individual need.

Overall, the strategy is demonstrating positive impact and the school academically on an improving trajectory. Our next priority is to accelerate progress further, particularly in early reading, mathematics and combined KS2 attainment, while increasing the proportion of disadvantaged pupils achieving greater depth/high standards. Provision will therefore continue to focus on high-quality inclusive teaching, precise assessment, early identification and targeted intervention, SEMH and wider barriers to learning.

Alongside teaching and learning attendance remains a key priority within our Pupil Premium strategy. Whole-school attendance has improved from 93.7% in 2024/25 to 94.5% in 2025/26,

exceeding the school's attendance baseline improvement expectation, although it remains slightly below national. Attendance for pupils eligible for FSM has improved more rapidly, rising from 89.2% to 92.1%, narrowing the gap with all pupils from 4.5 to 2.4 percentage points. This provides positive evidence that strengthened attendance systems, earlier identification and targeted work with families are having an impact. However, disadvantaged pupils remain disproportionately represented within persistent absence; consequently, reducing persistent absence and further closing the disadvantaged attendance gap remain priorities for 2026/27. Individual plans, family support, regular monitoring and timely escalation will continue to be used alongside work to address the wider barriers affecting individual pupils.

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	

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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A