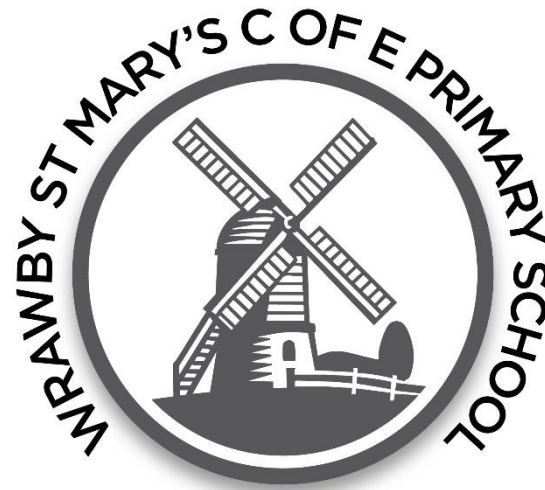


Pupil premium strategy statement – Wrawby St. Mary's CE Primary School



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	105
Proportion (%) of pupil premium eligible pupils	8.57% (9 of 105)
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 with a clear evaluation of the impact of the strategies used in the previous academic year).	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed (this should be a working document and therefore should be reviewed at least termly).	December 2026
Statement authorised by	Darrell Brown
Pupil premium lead	Darrell Brown
Governor / Trustee lead	Vicky Matthews (EDA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,969.55
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£17,969.55

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement, powered by equity. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole.

The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all. Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Our Vision - At Wrawby St. Mary's CE Primary School, we strive for a full life in mind, body, heart and spirit to plan, prosper and give hope and a future to all. We believe in a journey of education enabling every child to feel love, challenge and excitement as they access skills to build future pioneers and leaders. Our school is a beacon of hope and sign of the kingdom.

We strive to give all our pupils equal opportunities, and our pupil premium strategy identifies two groups of which we will support through our pupil premium funding, those in receipt of Pupil Premium and our Gypsy, Roma Traveller community. This Pupil Premium Statement supports all children who are identified within our two groups, including those who are high attaining. There is an expectation that all pupils can achieve, and pupils' individuality is celebrated. We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those within our two identified groups.

As a Multi-academy Trust (MAT) we believed in making learning count for all and research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread

throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure all pupils' attainment, especially children from the two identified groups, will be accelerated and sustained.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best – Powered by Equity
- ensure there are no 'capped ceilings' on learning
- address any further barriers (e.g., poor attendance) as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our Trust ethos, along with the school vision and priorities to ensure sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.</p> <p>On entry to Reception class, our disadvantaged pupils often arrive below age-related expectations compared to their peers. This gap narrows but remains significant to the end of KS2.</p>
2	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. As children progress through the school, those identified as pupil premium do not make as much progress as their non-PP peers in writing.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. As children progress through the school, those identified as pupil premium do not make as much progress as their non-PP peers in maths.</p>
4	<p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Whilst our absence rates are generally at national, our challenge is to ensure that attendance for ALL pupils in receipt of PP funding remains below national.</p>

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
Improved phonics and early reading attainment among disadvantaged pupils.	Pupils reach the expected standard in phonics by the end of Year 2. KS2 data shows that 100% of disadvantaged pupils have reached expected standard in reading.
Improved writing attainment for disadvantaged pupils.	EYFS outcomes show that 75% of disadvantaged pupils have met the expected standard in writing. KS1 outcomes show that 80% of disadvantaged pupils have met the expected standard in writing. KS2 outcomes show that 100% of disadvantaged pupils have met the expected standard in writing.
Improved maths attainment for disadvantaged pupils.	EYFS outcomes show that 75% of disadvantaged pupils have met the expected standard in maths. KS1 outcomes show that 80% of disadvantaged pupils have met the expected standard in maths. KS2 outcomes show that 100% of disadvantaged pupils have met the expected standard in maths.
To achieve and sustain improved attendance for all pupils, particularly those disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate/persistent absence rate for our vulnerable pupils is no more than all pupil absence • the absence gap between those in receipt of pupil premium and those who are not is no more than 1% • the persistent absence gap between identified groups and their peers is no more than 1%

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: £10,615.20

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
Outcome 1: Improved attainment in phonics.	Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF	<p>End of Spring term: Phonics programme of Read, Write, Inc. had a positive Review Day and we are on track to meet 73% with targeting to meet 91%</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
Outcome 2: Improved attainment in writing.	Enhancement of our writing curriculum and teaching delivery in line with DfE, EEF guidance and the Trust's new Writing Framework. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD. Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure	The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching. Literacy EEF	<p>End of Spring term: New approach to writing in place from January. Writing outcomes are improving with 36% of our pupils in receipt of Pupil Premium funding are writing at the expected standard at the end of spring term</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	disadvantaged children have access to the real texts first).		
Outcome 3: Improved attainment in maths.	<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>To ensure children in all classes have access to high quality concrete maths resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>The EEF guidance is based on a range of the best available evidence: Education Endowment Foundation EEF</p>	<p>End of Spring term: New LTP for maths is embedded and 27% of pupils in receipt of Pupil Premium funding are working at the expected standard, or above at the end of the spring term.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
Outcomes 1, 2 and 3	<p>Purchase of standardised diagnostic tests.</p> <p>Training for staff to ensure that tests are effectively administered and data is carefully analysed.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Education Endowment Foundation EEF</p>	<p>End of Spring term: PIRA/PUMA/GaPS tests and end of KS tests have been used to support teacher assessment, to analysis gaps and to plan accurately.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
Outcomes 1, 2 and 3	<p>Fund ongoing training and release time for staff to attend high-quality CPD.</p> <p>Opportunities for joint moderation across the hub.</p> <p>Release teaching staff for peer reviews in schools across the hub.</p>	<p>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.</p> <p>Effective Professional Development EEF</p>	<p>End of Spring term: Excellent CPD offer from the Trust has led to quality first teaching and teachers using adaptive practice to aid independence.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

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

Budgeted cost: £5465.68

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
Outcomes 1, 2 and 3	Targeted interventions to address gaps in phonics, writing and maths.	<p>Targeted interventions to address specific areas in phonics are proven to be effective when delivered on a 1:1 basis regularly.</p> <p>Phonics EEF</p> <p>We will use the YARC reading assessments and interventions to target pupils who need additional support with their reading.</p>	<p>End of Spring term: RWI 1:1s are timetabled, monitored and effective. All pupils in Y2 made progress in the reading comprehension from the YARC Assessments for reading and an improvement in reading fluency for most children.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
Outcomes 1, 2 and 3	Pre and Post teaching interventions	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <p>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, whereas re-teaching occurs after the</p>	<p>End of Spring term: Phonics intervention has allowed for 82% current rate and average Y4 MTC scores have increased from 16.7 at the end of the autumn term to 19.8 at the end of the spring term.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

		<p>difficult experience in the classroom (Lalley and Miller, 2006).</p> <p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1888.67

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
<p>Outcome 4: To achieve and sustain improved attendance for all pupils, particularly those disadvantaged pupils.</p>	<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>End of Spring term: Attendance data monitored fortnightly and letters sent out to families to address lower attendance. End of autumn term saw attendance at 93.3% which has improved to 93.7% at the end of the spring term.</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

Total budgeted cost: £17,969.55

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024-25), drawing on national assessment data and our own internal summative and formative assessments.

	GOOD LEVEL OF DEVELOPMENT					
2023/2024	ALL	77%	PP	N/A	GAP	N/A
2024/2025	ALL	64%	PP	N/A	GAP	N/A

PHONICS SCREENING CHECK OUTCOME			
Year	Measure	Y1 Pass %	Y2 Pass %
2023/2024	School Overall	95%	100%
	PP	100%	100%
2024/2025	School Overall	92%	100%
	PP	N/A	100%

	Reading			Writing			Maths		
	All	PP	Gap	All	PP	Gap	All	PP	Gap
EYFS	73% (8/11)	N/A	N/A	64% (7/11)	N/A	N/A	64% (7/11)	N/A	N/A
Year 1	69% (9/13)	N/A	N/A	69% (9/13)	N/A	N/A	77% (10/13)	N/A	N/A
Year 2	91% (19/21)	100% (2/2)	+9%	91% (19/21)	50% (1/2)	-41%	91% (19/21)	50% (1/2)	-41%
Year 3	84% (16/19)	33% (1/3)	-51%	84% (16/19)	33% (1/3)	-51%	79% (15/19)	33% (1/3)	-51%
Year 4	92% (22/24)	75% (3/4)	-17%	79% (19/24)	25% (1/4)	-54%	79% (19/24)	50% (2/4)	-29%
Year 5	79% (11/14)	N/A	N/A	71% (10/14)	N/A	N/A	65% (9/14)	N/A	N/A
Year 6	95% (19/20)	100% (1/1)	+5%	95% (19/20)	100% (1/1)	+5%	95% (19/20)	100% (1/1)	+5%

10 pupils in receipt of Pupil Premium funding

Across the school, the number of pupils in receipt of Pupil Premium funding varies significantly by cohort, with several year groups containing no PP pupils. This variability must be considered when interpreting gap analysis. Where PP pupils are present, outcomes show a mixed pattern, with strong performance at the end of Key Stage 2 and notable gaps emerging in lower Key Stage 2.

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing, continuing with our termly wellbeing afternoon to teach strategies to all pupils. In addition, the school has utilised Pupil Premium funding to deliver daily, fast-track phonics tutoring for identified pupils. This targeted intervention has been instrumental in accelerating progress and closing attainment gaps. To support accurate teacher assessment and inform targeted intervention, the school has consistently utilised PUMA and PIRA assessments. These tools have enabled staff to identify pupils requiring additional support and to tailor provision accordingly.

The data demonstrated that absence rates of our identified vulnerable groups show a rate lower than the national average. We have formed a strong relationship with the local authority attendance officer, and have followed the new protocols from the DfE, creating new procedures and guidance to work in conjunction with families on their attendance targets.

Strong outcomes

Pupils in Year 6

In reading, writing and maths, PP pupils achieved **100%**, outperforming or matching their peers in all subjects (**+5% gap across all areas**). This reflects effective intervention structures, strong teaching consistency, high expectations and targeted support and successful use of booster sessions and personalised learning

The Year 6 outcomes demonstrate that the PP strategy is **highly effective in upper Key Stage 2**, particularly in securing strong end-of-key-stage attainment.

Year 2 Reading

PP pupils in Year 2 outperformed non-PP peers in Reading (**+9%**). This suggests that early reading interventions are highly successful, proactively working 1:1 for phonics consolidation and small-group reading activities having the desired impact for PP learners in this cohort.

Analysis suggests the following:

- **Where PP provision is well embedded (e.g., Year 6), outcomes are excellent.**
- **Where PP numbers are small and vulnerable to individual variation, gaps are wider and require more bespoke approaches.**
- **Intervention consistency across cohorts is variable**, with clear strength in upper KS2 but weaker impact in lower KS2.

The current strategy is effective when rigorously applied but requires strengthening in early and middle years to ensure equitable progress throughout the school.

Next Steps and Strategic Priorities for 2026–27

Prioritise intervention and precision teaching in Years 3 and 4

- Deploy skilled staff to deliver targeted Reading, Writing and Maths interventions.
- Implement short, frequent sessions for rapid catch-up.
- Increase monitoring frequency for PP progress through pupil progress meetings.

Strengthen early intervention in Year 2

- Enhance early writing support (handwriting, sentence construction, stamina).
- Provide targeted number fluency programmes for PP pupils.
- Increase parental engagement in reading and early maths.

Replicate the successful Year 6 model further down the school

- Booster-style small-group sessions earlier in the year
- Explicit teaching approaches and structured feedback
- Consistent modelling of metacognitive strategies

Improve PP progress tracking across cohorts

- More regular and granular assessment points
- Identification of PP pupils at risk of falling behind by half-term
- Close monitoring of intervention fidelity

Ensure PP pupils have equitable access to high-quality teaching

- Focus coaching and professional development on lower-attaining cohorts
- Enhance adaptive teaching strategies

- Sharpen deployment of support staff during core learning sessions

The Pupil Premium strategy is having **strong, demonstrable impact in upper Key Stage 2**, where PP pupils make excellent progress and achieve highly. In some cohorts, most notably Years 3 and 4, standards for PP pupils require improvement. The school's strategic focus for the coming year will centre on narrowing gaps in these year groups through early intervention, strengthened teaching practice, and enhanced pupil monitoring.

The current Pupil Premium strategy remains fit for purpose but will be refined to ensure **consistent, high-quality delivery across all cohorts**, enabling all Pupil Premium pupils to achieve in line with their peers.