



Wyton On The Hill Primary School Pupil Premium Strategy

1. Title and Statement of Intent

Wyton On The Hill Primary School Pupil Premium Strategy

Statement of Intent

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils make strong, sustained progress from their individual starting points so attainment gaps (reading, writing and maths) narrow and disadvantaged pupils access the full curriculum.
- Remove non-academic barriers (social, emotional, attendance, cultural capital) so pupils are ready to learn, confident and able to engage fully in school life.
- Ensure all disadvantaged pupils leave Year 6 with secure reading fluency and comprehension, age-appropriate mathematics knowledge, strong social and emotional skills, and the cultural capital to thrive in later education.

How this strategy works towards those objectives

- Uses the DfE Menu of Approaches (Tier 1: High- quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies) to invest pupil premium funding where evidence shows most impact.
- Prioritises: (a) high- quality, evidence- led classroom teaching and CPD to raise universal standards; (b) time-limited, targeted small-group and 1:1 interventions where gaps exist; (c) whole- school and family-facing strategies to address SEMH, attendance and access to enrichment.
- Applies a clear implementation and monitoring plan (lead responsibilities, fidelity checks, progress measures) so we can measure impact and adapt.



Key principles

- Evidence-led: all core approaches are drawn from high-quality research (primarily Education Endowment Foundation guidance and toolkits) and tailor to our context (small cohorts, higher mobility, SEND overlap).
 - Example: oral language evidence (high impact, low cost) informs our vocabulary/oracy focus [EEF – Oral language interventions](#).
 - Example: social and emotional learning guidance underpins our SEMH strategy [EEF – Improving Social and Emotional Learning in Primary Schools guidance](#).
 - Example: phonics is maintained using Little Wandle in line with EEF phonics evidence [EEF – Phonics](#).
- Tiered approach: prioritise high- quality universal provision (Tier 1), then targeted support for pupils who have not caught up (Tier 2), then wider strategies to remove barriers outside the classroom (Tier 3).
- High expectations and inclusion: disadvantaged pupils are entitled to the same ambitious curriculum as peers; adaptations are evidence- based and monitored.
- Implementation focus: training, regular monitoring (fidelity & outcomes), workforce capacity planning and planned scaling.

Framework note: Wyton follows the OFSTED inspection framework; this strategy aligns with OFSTED priorities (curriculum & teaching, personal development and wellbeing, behaviour & attendance, inclusion). The plan emphasises curriculum intent and high- quality teaching as the primary lever, with SEL and attendance support embedded as OFSTED expects.



2. Challenges

Challenge Number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps from Nursery through KS2; more prevalent among disadvantaged pupils and negatively impacting reading comprehension and access to the curriculum.
2	Increased social, emotional and mental-health (SEMH) needs following school closures; reduced enrichment opportunities have left disadvantaged pupils with lower resilience, confidence and fewer extra-curricular experiences.
3	Attendance: disadvantaged pupils' attendance is 1–3% lower than peers with a small but significant minority who are persistently absent (often PP & SEND), impacting progress.
4	Maths attainment for disadvantaged pupils is significantly below non-disadvantaged pupils across cohorts.
5	Higher-than-average pupil mobility and small cohort numbers (year-to-year volatility) plus a notable SEND overlap make tracking progress and providing consistent in-school and external support more challenging.



3. Intended Outcomes

Intended Outcome	Success Criteria
1. Improved oral language and vocabulary for disadvantaged pupils across Early Years to KS2.	- Targeted group and whole-class oral language activities in EYFS/KS1 show improvement in language checkpoints (baseline → termly). - By end of the year, internal reading comprehension scores for disadvantaged pupils improve by at least one term's progress against prior tests. - Teacher observations & SALT referrals reduced where needs are met through school interventions. (Linked to Challenge 1) Evidence: EEF – Oral language interventions .
2. Improved SEMH, behaviour and engagement for disadvantaged pupils so they access learning more consistently.	- Reduction in referrals for SEMH-related disruptions and fewer school days lost to internal behaviour incidents. - Measured increase in wellbeing/SEL survey scores and participation in class. - Targeted children show measurable gains on intervention progress trackers (e.g., Boxall/TIS/ELSA records). (Linked to Challenge 2) Evidence: EEF – Improving Social and Emotional Learning .
3. Increase attendance and reduce persistent absence among disadvantaged pupils.	- Whole-school disadvantaged attendance to be at or above 96% (working toward parity with non- PP) within the academic year; persistent absence cohort reduced by at least 50% of current persistent absentees. - Clear improvement in attendance for targeted families after interventions (monitoring via attendance team logs). (Linked to Challenge 3) Evidence: EEF – Supporting school attendance .
4. Raise maths attainment for disadvantaged pupils so gaps narrow with peers.	- Disadvantaged pupils make accelerated progress in maths: internal PUMA/PUMA-style or NTS checks show at least 3–6 months additional progress over baseline for targeted groups. - Increased proportion reaching age-related expectations in maths at end of year. (Linked to Challenge 4) Evidence: EEF maths research and focused PD approaches (see activity evidence).
5. Reduce volatility of outcomes caused by mobility and SEND overlap through robust personalised plans.	- All in-year arrivals have rapid induction and baseline assessment within 2 weeks; bespoke provision plans and named lead assigned. - Governors receive termly anonymised reports showing reduced volatility and evidence of individual progress for mobile/PP pupils. (Linked to Challenge 5) Evidence: implementation & monitoring practice recommended by EEF.



4. Activity in This Academic Year

All activities below are placed in the DfE Menu of Approaches tiers. Each activity row states the tier in the Activity cell and cites research that supports it. Challenge numbers referenced correspond to the Challenges table above.

Teaching (Tier 1: High- Quality Teaching)

- Focus: curriculum sequencing, staff CPD, subject knowledge, pedagogy, assessment and targeted resources.

Activity (Tier)	Evidence that supports this approach	Challenge number(s) addressed
1.1 Implement a planned whole-school oracy & vocabulary programme (e.g., weekly vocabulary cycles, Word-Aware style approaches, curriculum-linked talk activities). (Tier 1 – High- Quality Teaching)	The EEF Toolkit finds oral language interventions produce high impact (+6 months on average) and are especially effective when integrated into the curriculum; effective practice involves explicit vocabulary teaching and curriculum-linked talk activities EEF – Oral language interventions .	1
1.2 CPD programme for all teachers: (a) reading comprehension strategies and guided reading pedagogy; (b) subject- specific knowledge for maths (NCETM/Maths Hub approaches); (c) Little Wandle fidelity training refresh and coaching. (Tier 1)	EEF guidance emphasises that high- quality teaching is the greatest lever for disadvantaged pupils; phonics is strongly evidenced (+5 months) and fidelity to SSP improves outcomes; EEF also highlights the value of subject- specific PD (see EEF projects / Specialist Knowledge) EEF – Phonics and EEF project listings (Specialist Knowledge for Teaching Mathematics).	1, 4, 5
1.3 Coaching and in-class modelling (lesson study / coaching cycles) so teachers embed effective questioning, scaffolding and dialogic talk. (Tier 1)	EEF implementation guidance and meta- analyses indicate coaching and sustained PD that includes modelling and feedback improves teacher practice and pupil outcomes. See EEF guidance on implementation and teacher CPD in relation to improving	1, 4, 5



	outcomes for disadvantaged pupils ([EEF Guide to the Pupil Premium / Implementation resources]).	
1.4 Ensure decodable and matched reading book stock continues to feed Little Wandle progression; implement structured reading-to-learn sequences (fluency into comprehension). (Tier 1)	EEF phonics guidance recommends decodable reading matched to SSP and pairing phonics with comprehension work to build reading fluency and broader reading skills EEF – Phonics .	1, 5
1.5 Strengthen maths subject leadership: Maths lead time, use of Maths Hub resources, CPD for mathematical pedagogy for mixed-age classes and mastery approaches. (Tier 1)	EEF and NCETM resources indicate teacher subject knowledge and mastery approaches improve maths outcomes; EEF cites targeted PD and whole-class programmes as important levers for disadvantaged pupils (see EEF projects list and NCETM partnerships). EEF – 11 new research projects to build the evidence base (maths)	4



Targeted Academic Support (Tier 2: Targeted academic support)

- Focus: structured interventions, small group tuition, precision pre- teach and catch- up for reading and maths.

Activity (Tier)	Evidence that supports this approach	Challenge number(s) addressed
2.1 Small- group oral language interventions and structured vocabulary pre- teach for identified disadvantaged pupils (EYFS–KS2). Delivered by trained staff/HLTA for 10–12 week blocks. (Tier 2 – Targeted Academic Support)	EEF Toolkit: oral language interventions have high impact for very low cost (+6 months) and are effective when integrated with curriculum and delivered in small groups where needed EEF – Oral language interventions .	1
2.2 Targeted phonics catch- up groups (Little Wandle small- group structure) for older children who still need decoding support; include daily, short, intensive sessions delivered by trained TAs with programme fidelity monitoring. (Tier 2)	EEF phonics evidence shows targeted, regular phonics interventions for pupils who are behind are effective (+5 months) and that fidelity and training matter EEF – Phonics .	1, 5
2.3 Small group & one-to-one maths tuition for disadvantaged pupils in KS2 (precision teaching: number facts, reasoning, and identified gap-closing programmes). Use short, weekly blocks with clear assessment & progress measures. (Tier 2)	EEF indicates tuition targeted at specific needs (small groups or 1:1) has positive average impacts (typically +4 months) and is especially effective when focused on diagnosis and gap- filling; new EEF maths projects support targeted programmes and PD EEF – Small group tuition; EEF maths project listing / EEF – 11 new research projects .	4
2.4 Peer tutoring and structured reciprocal reading partnerships (older pupils paired with younger disadvantaged pupils to support fluency & comprehension). (Tier 2)	EEF evidence shows peer tutoring and structured cooperative approaches can improve attainment; peer models also support confidence and metacognitive strategies [EEF – Collaborative learning / projects].	1, 4



2.5 Precision assessment and rapid induction for in- year arrivals (baseline assessments within 2 weeks; immediate targeted interventions where required). (Tier 2)	EEF implementation guidance stresses rapid diagnosis and targeted, time- limited interventions to prevent widening gaps for mobile pupils.	5
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Wider Strategies (Tier 3: Wider strategies)

- Focus: SEMH, attendance, family engagement, enrichment, breakfast/meal provision.

Activity (Tier)	Evidence that supports this approach	Challenge number(s) addressed
3.1 Implement an evidence-based SEL approach across the school (SAFE principles): a sequenced, active, focused and explicit set of routines & lessons integrated into the curriculum; staff training and monitoring. Use targeted small group SEMH interventions (ELSA/TIS/Draw & Talk) for those with higher needs. (Tier 3 – Wider Strategies)	EEF guidance “Improving Social and Emotional Learning in Primary Schools” shows SEL programmes delivered with SAFE principles improve social, emotional and academic outcomes (average impact \approx +4 months) and recommends combining whole- school routines with targeted support EEF – Improving Social and Emotional Learning guidance .	2
3.2 Attendance early-warning & family engagement programme: personalised, non-punitive communications (“nudge” letters/texts), attendance plans, designated attendance lead, targeted home support and signposting to services. (Tier 3)	EEF rapid evidence review and attendance resources highlight parental communication & tailored responsive approaches as promising for improving attendance; personalised messages and partnership approaches show promise EEF – Evidence brief on improving attendance / Supporting school attendance / EEF – Supporting school attendance .	3
3.3 Free or subsidised enrichment (wraparound clubs, trips, music, arts and sport) and funded breakfast club for targeted disadvantaged pupils to support routines, engagement and cultural capital. (Tier 3)	EEF and research show extra- curricular and cultural capital activities support wellbeing, engagement and aspirations; outdoor/adventure learning can support resilience and non- cognitive skills (EEF evidence). [EEF – Guide to the Pupil Premium / projects which note enrichment impact].	2, 5



3.4 Pastoral home-school liaison: targeted parental workshops (phonics, reading, routines), regular positive contacts, and family support referrals. (Tier 3)	EEF evidence on parental engagement shows activities that support parents' skills and involvement can produce ~+4 months' impact on pupil outcomes; attendance work and parental communications are linked (see EEF attendance resources) [EEF – Working with parents / Supporting attendance].	2, 3
3.5 School-based SEMH practitioner time (HLTA/ELSA/THRIVE/EMHP liaison) for short-term intensive support and to shorten external waiting lists. (Tier 3)	EEF SEL guidance and wider reviews recommend targeted SEMH interventions and school-based support to supplement universal approaches; local EMHP linkages support quicker access to mental health support. [EEF – Improving Social and Emotional Learning guidance].	2, 5



Implementation and monitoring (school-level detail)

- Leadership and roles
 - Headteacher: overall accountability for strategy, termly reporting to governors.
 - Pupil Premium Lead (designated senior leader): day-to-day monitoring, liaison with class teachers, data owner for disadvantaged cohort, oversees targeted interventions and progress review.
 - Inclusion Lead / Safeguarding Lead: coordinates SEMH, attendance actions and external referrals.
 - Subject leads (Reading, Maths, EYFS): fidelity checking for Little Wandle, reading progress, and maths mastery.
- Timetable / cycles
 - Baseline assessments for reading, phonics (where applicable), language, maths and SEMH within first 4 weeks of term for all pupils, and within 2 weeks for in- year arrivals.
 - Intervention blocks: 10–12 week cycles with pre/post assessment for all targeted interventions.
 - Termly Pupil Premium review meetings (HT, PP Lead, Inclusion Lead, subject leads); half- termly intervention check-ins.
- Monitoring fidelity
 - Lesson drop-ins, coaching feedback, intervention session observations, and termly spreadsheet tracking of who receives what intervention and the measurable impact.
 - Use provision mapping software (or internal tracker) to record sessions, attendance, outcomes and staffing costs.
- Governance
 - Termly governor review of Pupil Premium strategy, impact and spend; anonymised case studies to show impact on individual pupils (particularly mobile & SEND pupils).
- Capacity & sustainability
 - Prioritise training (coaching & in-school modelling) to upskill existing staff and TAs for long-term deployment.
 - Use EEF-recommended small group structures and evidence-informed programmes to maximise value for money.



Evidence references (selected core webpages used to shape activities and cited in the tables)

- EEF – Oral language interventions (Teaching and Learning Toolkit): [EEF – Oral language interventions](#)
- EEF – Improving Social and Emotional Learning in Primary Schools (guidance report): [EEF – Improving Social and Emotional Learning guidance](#)
- EEF – Phonics (Teaching and Learning Toolkit): [EEF – Phonics](#)
- EEF – Supporting school attendance (resources & reflection tool): [EEF – Supporting school attendance](#)
- EEF – Small group tuition evidence & toolkit (intervention evidence): [EEF – Small group tuition](#)
- EEF – Research: new projects building evidence in maths, reading & communication: [EEF – 11 new research projects to build evidence base](#)
- EEF – Guide to the Pupil Premium and the DfE Menu of Approaches (context & tiered model is applied in our plan): [EEF – Guide to the Pupil Premium] (available via EEF site)



Evaluation: success measures and targets (how we will evidence impact)

- Termly quantitative measures:
 - Reading: increase mean reading comprehension score for disadvantaged pupils by school-defined steps (termly test comparisons).
 - Phonics (Y1/Y2 & catch-up): targeted pupils show progression across Little Wandle assessment steps; all PP pupils in Year 1 to have access to regular phonics and decodable books.
 - Maths: diagnostic checks show at least 3–6 months accelerated progress for targeted cohorts over the year.
 - Attendance: disadvantaged whole- school attendance at or above 96% by year- end; persistent absentee numbers reduced by $\geq 50\%$.
- Termly qualitative measures:
 - SEL/Wellbeing surveys and teacher reports show improved self- regulation & interpersonal skills for pupils receiving targeted support.
 - Case studies showing intervention delivery, fidelity and measured pupil outcomes (anonymised).
- Monitoring of implementation:
 - Termly fidelity checks for Little Wandle and for any bought SEL programme; coaching logs and CPD attendance records.
 - Provision map updated termly, governor oversight of PP spend vs impact.

Budget and prioritisation (summary)

- Pupil Premium funding will be allocated according to the tiered model:
 - Priority 1 (Tier 1): CPD, teacher release time, decodable books, subject leadership release for reading/maths/early years (ensures universal teaching quality).
 - Priority 2 (Tier 2): small group tuition, targeted phonics & maths catch-up, HLTAs/TAs delivering evidence-based interventions.
 - Priority 3 (Tier 3): SEMH practitioner time, attendance interventions (family liaison), subsidised enrichment and breakfast club places.
 - The school will publish (as required) the Pupil Premium strategy statement on the website and report annually on spend and impact for governors and stakeholders.
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Appendix: How selected evidence shaped Wyton's plan (short summary)

- Oral language is a high- impact, low- cost lever (+6 months where properly integrated). We therefore prioritise whole- class vocabulary & talk routines plus targeted small groups for early years and identified pupils [EEF – Oral language interventions](#).
 - Social and emotional learning (SAFE approach) is implemented as both whole- school routines and targeted interventions to address the increased SEMH needs seen post- pandemic; EEF guidance provides practical sequencing and monitoring approaches [EEF – SEL guidance](#).
 - Phonics remains a core component and Little Wandle fidelity is maintained in- school in line with EEF phonics evidence (+5 months average impact) [EEF – Phonics](#).
 - Attendance improvements focus on tailored family engagement and personalised communications; EEF evidence suggests parental communication and responsive interventions are promising [EEF – Supporting school attendance](#).
 - Maths improvement combines strengthened subject leadership/teacher PD and targeted tuition; EEF projects and NCETM collaboration inform the approach [EEF – 11 new research projects \(maths\)](#).
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This strategy has been designed to be practical and evidence-based while tailored to the Wyton On The Hill context (small cohorts, higher mobility, SEND prevalence, recent Ofsted judgements and current school priorities: embedding curriculum, sustaining SEND leadership handover and improving reading outcomes). The Pupil Premium Lead will present termly progress reviews to governors and publish an annual evaluation of impact on the school website.