Watling Meadows Primary School

Pupil Premium Strategy Statement (2026–2027)

Publication date: September 2026
Review date: July 2027
Strategy cycle: 3-year plan (2025–2028), with annual statutory update

1. School Overview

School name	Watling Meadows Primary School
Number of pupils on roll	30
Disadvantaged pupils (Ever6/FSM/LAC/PLAC)	5 (17%)
Academic year covered by strategy	2026–29 (Year 1 of 3-year strategy)
Date of most recent PP review	September 2026
Statement prepared by	Headteacher (Darren Barrow)
Governor lead	Named Pupil Premium Governor (Gwyneth Evans)
Funding allocation 2025–26	£1,515 per eligible primary pupil

2. Vision Statement

At Watling Meadows, we refuse to settle for anything less than excellence for our disadvantaged pupils.
Our strategy ensures that every child is *seen, known and championed* — academically, socially and culturally.
We deliver **high-quality teaching**, powerful **oracy-rich learning**, and **a guaranteed programme of enrichment**, ensuring that disadvantage is never a barrier to future opportunity.

This aligns with the DfE mission to "drive high and rising standards and ensure every child, no matter their background, can achieve and thrive."

3. Challenges Facing Disadvantaged Pupils

1. **Lower starting points in language and vocabulary** impacting reading, comprehension and writing.
2. **Reduced cultural capital** due to limited access to enrichment experiences.
3. **Attendance gaps** affecting curriculum access.
4. **Confidence, self-advocacy and oracy barriers**, restricting full participation.
5. **Lower rates of reading fluency** in KS1 and KS2 among PP pupils.
6. **Reduced access to home learning support**, including digital access and reading routines.

4. Our Strategic Aims (3-year)

Aligned with the **EEF's recommended long-term approach** to Pupil Premium planning.

Aim 1 — Close attainment gaps in reading, writing and maths.

By ensuring all PP pupils experience high-quality teaching, targeted support, and rich vocabulary instruction.

Aim 2 — Transform oracy outcomes.

So every PP pupil can speak confidently, reason verbally, and articulate understanding.

Aim 3 — Guarantee equitable enrichment.

Every PP pupil participates in a broad and ambitious enrichment curriculum, removing financial and social barriers.

Aim 4 — Improve attendance and engagement.

So PP pupils attend school regularly, feel a strong sense of belonging, and thrive.

5. Menu of Approaches (DfE 2025 Framework)

Our spending aligns explicitly with the DfE's 2025 *Menu of Approaches*:

- **High-quality teaching**
- **Targeted academic support**
- **Wider strategies (attendance, enrichment, wellbeing)**

6. Planned Expenditure and Actions (2026–27)

A. High-Quality Teaching (Tier 1)

1. Instructional coaching & high-impact professional development

Rationale: High-quality teaching makes the greatest difference, especially for disadvantaged learners (EEF 2025).
Actions:

- Weekly instructional coaching cycles for staff teaching high PP cohorts.
- CPD focusing on: explicit teaching, feedback, vocabulary instruction, dialogic teaching, and modelling.
- Lesson study cycles with focus on PP disadvantage-first teaching.

2. Oracy-Rich Teaching Across the Curriculum

Rationale: Improved speaking boosts reading comprehension, reasoning and writing (EEF literacy recommendations).
Actions:

- Explicit teaching of vocabulary and sentence stems.
- Structured talk routines in all subjects.
- PP pupils prioritised for pre-teaching of language.

3. Curriculum equity & high expectations

Rationale: High expectations are one of the most impactful practices in raising outcomes (WWB 2025).
Actions:

- No narrowing of curriculum for PP pupils.
- Seating & teaching priority: PP pupils receive the strongest teaching.

B. Targeted Academic Support (Tier 2)

1. Early Reading & Phonics Priority

Rationale: Early intervention prevents gaps from widening (EEF PP guide 2025).
Actions:

- Daily 1:1 reading for PP pupils in EYFS.
- Phonics tutoring for pupils below benchmark.
- Weekly language intervention groups in EYFS.

C. Wider Strategies (Tier 3)

1. Enrichment Guarantee for PP Pupils

Rationale: Sutton Trust (2025) shows cuts to trips disproportionately hit PP pupils. Enrichment drives motivation & aspiration.
Actions:

- Every PP pupil attends at least one club and one trip every term.
- Full subsidy for music tuition, trips, workshops and extended day activities.
- Cultural Capital Tracker to ensure equity.

2. Attendance Intervention & Family Outreach

Rationale: Attendance is a core part of DfE's PP menu.
Actions:

- Daily attendance tracking for PP pupils.
- Key adult assigned to each persistently absent PP pupil.
- Breakfast and wellbeing programmes.

3. Belonging, Wellbeing & Pastoral Support

Rationale: Wellbeing and belonging are key enablers of academic success (WWB 2025).
Actions:

- Nurture groups and lunchtime clubs.
- Positive relationships framework (restorative conversations).
- Transition support for vulnerable PP pupils.

7. Measuring Impact

In line with DfE and EEF guidance to "evaluate and sustain" strategies:

- **termly pupil progress meetings** with PP lens.
- **Data analysis**: reading age, phonics, attendance, curriculum assessments.
- **Pupil voice interviews** (PP groups).
- **Enrichment participation tracking**.
- **Governor oversight** each term with impact scrutiny.

Evaluation will inform adjustments for the next academic year, following the DfE's Step 4–5 processes.

8. Final Declaration

This strategy meets statutory requirements for publication and adheres fully to the latest:

- **DfE Pupil Premium guidance (Dec 2025 update)** [gov.uk]
- **DfE Menu of Approaches** [assets.pub...ice.gov.uk]
- **EEF Guide to the Pupil Premium (Sept 2025)** [educationе...ion.org.uk]