

Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love;

we thrive, we grow.

At Wistow Parochial C of E Primary School, we ensure that teaching and learning opportunities meet the needs of all our pupils and appropriate provision is made for all pupils who belong to vulnerable groups. We are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium.

Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1,515 for the academic year. Pupils who are looked after and post looked after receive £2,630 and service pupils receive £350. The virtual school allocates funding for LAC pupils and school receive up to £1,900 from them if we apply for specific targeted support. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning all pupils aged 4 to 7 have a hot meal, every day, in school, this is funded by the school and government. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

The range of provision that Governors and the Head Teacher may consider include additional staff support, training, providing small group / intervention work and support from Higher Level Trained Teaching Assistants. All this work is aimed to accelerate the progress of these pupils with a specific emphasis on Literacy and Numeracy.

We also recognise the importance of emotional and mental well-being with all our pupils. We strive to support children who need social, emotional and development and work hard to ensure that our vulnerable children are nurtured and supported in a variety of ways to become happy and confident individuals in and out of school.

As a school, we forecast the pupil premium allocation and then aim to spend it in the most effective way possible, supporting our eligible pupils with resources that will benefit them over each year. We review the impact of our spending annually and this then influences how we spend the funding the following year.

Wistow Parochial C of E Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wistow Parochial C of E Primary School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Allen Blake
Pupil premium lead	Carla Cox
Governor / Trustee lead	Allen Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,465
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,465

Part A: Pupil premium strategy plan

Statement of intent

The Head Teacher and Governors have targeted PPG to:

- High quality teaching and learning is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time, will benefit the other pupils in our school.
- Fund teaching assistants to support all classes to ensure that all vulnerable groups receive additional support. This includes: one to one / support, in class, aimed at ensuring children close gaps/reach age related expectations in English and Maths
- Fund relevant training to support PP children and their progress and well-being – as and when needed.
- Provision mapping to target pupils, who are need support both academically and emotionally. These interventions are tailored to suit pupil's needs and pupil progress meetings identify how we will address gaps and needs. The SENCO will provision map and ensure staff are used effectively.
- Provide opportunities to attend after school and lunch time clubs to promote physical and mental health and well-being when needed and available.
- Funding our home school link worker to work alongside parents to engage in school life and their child's learning, working with them to ensure they are aware of the expectations of their children and what they are working towards with regards meeting national expectations. Also, to engage with particular families who may be experiencing difficulties and to oversee nurture of particular pupils who may require additional emotional support.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of PP pupils (36%), are on the SEND Register. These children have a range of complex needs, some with ongoing diagnosis. All pupils need additional differentiation, adult support and intervention to make good progress and achieve national standards.
2	18% pupils have not been with Wistow School since Reception class and have come in lower than their age related expectations and with need. Within the time with us, they have made good progress but not enough to be in line with national expectations as yet.
3	Some pupils teaching and learning has been impacted upon by missed time in school, which has impacted upon their academic but also personal, social and emotional development.
4	Parental Engagement is a challenge for a proportion of PP children. Parents may be less aware of age-appropriate expectations, less confident to engage with school and less confident to support the children at home.
5	The increasing high need SEND (not PP) in school, 3% with EHCPs to date and lack of funding for them is taking away support from all pupils, and this in turn impacts the level of support that school can provide. This continues to be the main challenge and a reason to why we use PP money to endeavor to have sufficient staff in school to support all pupils.

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 readiness to learn, resulting in greater engagement with the curriculum, attainment and progress.	Assessments and observations indicate improvement in emotional literacy (emotional regulation and managing relationships) from younger pupils and in turn, enabling children to be more ready to focus on learning and make good progress from their baseline.
Improved attainment, progress and readiness to access the next steps in learning.	SEND and whole class interventions take place regularly. Staff to be timetabled as effectively across the whole school to support. As far as possible these are same-day and contain flexible groups of children with an allocated member of school staff.
To close the gap between our children eligible for pupil premium and non-pupil premium children at end of Key Stage 2, in core subjects identified in pupil progress meetings for each individual.	PP pupils to be making good progress from their baseline and be catching up or in line with peers for end of year expectations.
Improved oral and language skills and vocabulary among the PP pupils results in greater engagement with the curriculum.	Assessments and observations indicate significantly improved oral language among PP pupils.
Continued good parental engagement for PP children (particularly those with SEND)	Parents are involved in Individual Provision Map (IPM) writing and target setting and have regular communication with school, to support collaborative working for the child. All parents to have signed the home school learning partnership, to agree to support their child and school, to give pupils the best chance to learn.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,465 (This is also supplemented from the main teaching budget).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring effective staffing of GTA support in class across the whole school and interventions across the day to support pupil progress and wellbeing.	Highly skilled and supportive GTAs are a significant and imperative part of supporting PP across school. They also support the effective roll out of the whole school provision mapping across the year groups. All staff have been trained in various interventions and these will be rolled out to support targeted pupils. <i>DFE Research Report 2024 Found that Tas:</i> <i>- play a critical role in supporting pupils with SEND, SEMH needs, and those affected by the COVID-19 pandemic</i> <i>-Leaders and teachers reported that TAs have a significant positive impact on pupil outcomes, especially in primary schools.</i> <i>-However, budget pressures and lack of training for teachers on how to deploy TAs effectively were noted as barriers.</i> <i>UNISON & Dr Rob Webster's Research (2021–2024)evidences that TAS are essential in supporting learning, wellbeing and inclusion.</i> <i>Education Endowment Foundation (EEF) – Teaching Assistant Interventions</i> <i>EEF research shows that structured, targeted interventions delivered by trained TAs can lead to +4 to +6 months of additional progress for pupil</i> Half termly intervention evaluation supports monitoring of progress and plans next steps for PP pupils. Assessments are fed into these and also SEMH assessments, to ensure we consider the whole child.	1,2,3,4,5

Additional CPD time for all staff for Support Plan writing and meetings with parents. Release time as needed for Home-School Worker to support families struggling to engage, when directed by Head teacher, as and when needed.	Improved parent engagement results in parents better able to support their child at home 100% of parents involved in IPMS – Assess – Plan – Do - Review (graduated approach) Head teacher/class teacher to hold meetings with parents (agencies if needed) if concerns arise to work together to resolve and support child moving forward.	2, 3, 4, 6
SENCO monitors SEMH with support and input from class teachers of pupils. PSHE leader to continue to track the skills through the chosen scheme Kapow, so teachers are aware which areas will need to be met outside the scheme. Staff monitor collectively and feedback to form new half termly provision maps, led by SLT and SENCO.	See EEF below, evidence linking childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers – readiness to learn in all areas EEF Social and Emotional Learning .pdf (educationendowmentfoundation.org.uk)	1, 6

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SENCo to complete data analysis and SEMH tracking and look at whole school provision mapping. Including Dyslexic tendencies screening: VERBO Language Screener (tool funded by Locality Hub) to identify needs and appropriate intervention Also Beat Dyslexia Led by the SENCO, teacher and GTA led interventions will be planned and rolled out over the academic year including NELI (as above), Write Away Together, Lego Therapy, RWI	Programmes selected have been evaluated and shown to be effective Enables adults to work with pupils either 1-1 or in small groups in and out of the classroom to introduce/reinforce skills. Giving children skills and confidence encourages and motivates One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4

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

Budgeted cost: Estimated cost - £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT to monitor attendance and instigate support for pupils and families who are targeted. Home- school link worker to be allocated and released for time to support families with attendance or wellbeing on Phoenix Compass wellbeing and mental health activities. Continuation to build up resources to support regulation station Continued addition to resources to support children e.g. ELSA programmes such as Anxiety, Bereavement, Loss	Regular attendance and emotional readiness to learn supports engagement with the curriculum Compass Phoenix Legacy Report supports work and training done to support schools and pupils with mental health and wellbeing needs https://www.compass-uk.org/wp-content/uploads/2021/07/Compass-BUZZ-report-20.07.pdf Human Rights in SENDIASS 'For children with additional needs, this right can be particularly important. Many special needs children rely on certain items to help manage sensory challenges, regulate emotions, or simply bring comfort.' A scoping review (2024) found that ELSA interventions improve emotional literacy and wellbeing, supporting children with social, emotional, and mental health (SEMH) needs, including anxiety and grief-related challenges Research on grief interventions (APA, 2022) aligns with ELSA practices, emphasizing trauma-informed approaches and structured emotional expression as effective for bereaved children.	1, 3

Total budgeted cost: £23,465

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- 100% EYFS PP met Early Learning Goals
- 50% PP pupils are working at the expected standard in Reading and Writing.
- 60% PP pupils are working at the expected standards in Maths.
- The average point score (expected for children in school is 3 each year) for PP pupils in Years 1 – 6 is:
Reading – 2.5 Writing – 2.5 Maths – 3.1
- Combined, the whole school PP pupils' steps progress made average across the R/W/M is 2.71
- Use of PP funding on GTA/HLTA ensured pupils were in carefully planned and targeted interventions, with high quality GTA/HLTA support and supported good progress made in. Parental feedback on interventions supported good progress and recognition of hard work by school to support pupils.
- A low number of behavior incident/wellbeing incidents with PP pupil – Behaviour tracking supports this.
- Regulation station/calm corner and its resources are accessible to all pupils in every classes when needed. PP pupils access with SEMH in those classes have used the areas with effect, supporting their emotional health and wellbeing and allowing them to regulate and then rejoin the class for effective learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (N/A at this time)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A