

## 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.

Pupil Premium funding was initially launched in 2011/12 by the then coalition government, and is money is given to schools based on the numbers of pupils who are eligible for Free School Meals (FSM).

At Witham St Hughs Academy, we are completely committed to enhancing pupil achievement and wellbeing for all pupils, irrespective of their personal circumstances. We hold the same high ambitions for all pupils in our Academy, and strive to use our pupil premium funding to remove any barriers to high attainment and engagement.

We seek to meet the needs of all of our pupils through careful analysis of progress data on a termly basis. We then follow the EEF's tiered approach to pupil premium funding (April 2022) to firstly ensure quality first teaching for all, and design structured, targeted academic or pastoral interventions as appropriate. We ensure wider initiatives are in place to support families with wider aspects of school life, such as uniform, school visits and music lessons.

Please see below for a detailed analysis of 2024/25 spending, and the strategy document for the 2025/26 academic year.

## School overview

| Detail                                                                  | Data                    |
|-------------------------------------------------------------------------|-------------------------|
| School name                                                             | Witham St Hughs Academy |
| Number of pupils in school                                              | 413                     |
| Proportion (%) of pupil premium eligible pupils                         | 12%                     |
| Academic year/years that our current pupil premium strategy plan covers | 2025/2026               |
| Date this statement was published                                       | November 2025           |

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|-----------------------------------|----------------|
| Date on which it will be reviewed | July 2026      |
| Statement authorised by           | Emily Broadley |
| Pupil premium lead                | Hope Bayes     |
| Governor / Trustee lead           | Miles Crawshaw |

## Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £67,320 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £67,320 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Witham St Hughs Academy we endeavour to fulfil the Pupil Premium and Recovery Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

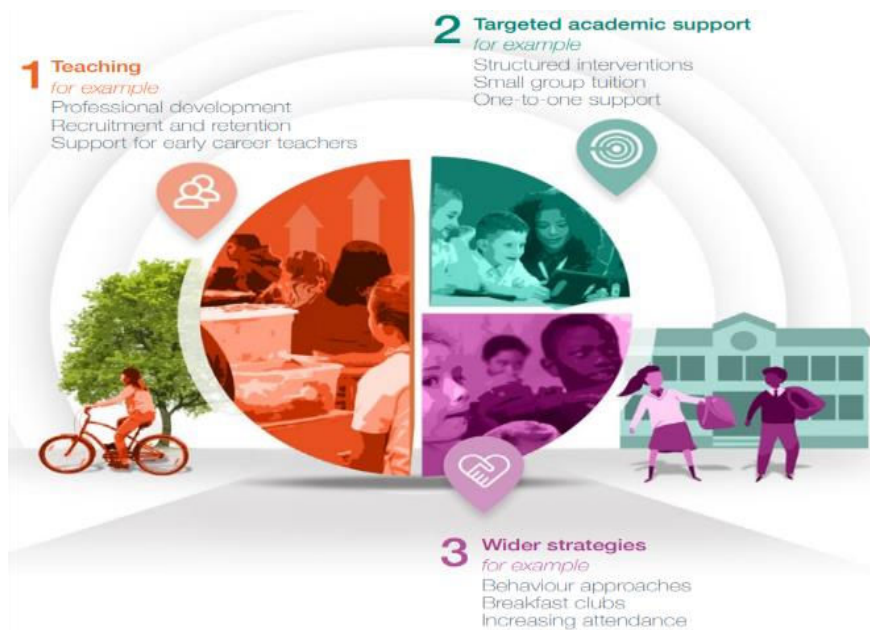
- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

## Pupil Premium Vision Statement

At Witham St Hughs Academy, we are completely committed to enhancing pupil achievement and wellbeing for all pupils, irrespective of their personal circumstances. We hold the same high ambitions for all pupils in our Academy, and strive to use our pupil premium funding to remove any barriers to high attainment and engagement.

We seek to meet the needs of all of our pupils through careful analysis of progress data on a termly basis. We then follow the EEF's tiered approach to pupil premium (Updated September 2025) to firstly ensure quality first teaching for all, and design structured, targeted academic or pastoral interventions as appropriate. We ensure wider initiatives are in place to support families with wider aspects of school life, such as uniform, school visits and music lessons.



## Challenges

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

| Challenge number                             | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 1<br>Communication and language skills       | Poor levels of vocabulary and experiences of literacy and literature are more common for PP pupils than among their peers. Exposure to language-rich experiences, or to a broad range of language contexts, is less likely among PP pupils at Witham St Hughs Academy. Most of our PP children enter our academy behind their peers. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. As the average level of language acquisition at the academy is high, this places our PP pupils at a marked disadvantage and we endeavour to close any gaps. |
| 2<br>Well-being, social and emotional skills | Providing support and nurture for our vulnerable families play an essential element of our provision. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This has resulted in them not being ready to access learning due to low levels of resilience, determination and lacking self-esteem. Pastoral support is needed to further support these pupils and enable them to be successful within the academy and access learning confidently, positively and without anxiety in line with their peers.                                                                                                                                                                                                       |
| 3<br>Inclusion and lower aspirations         | As Witham St Hughs has relatively low rates of pupils eligible for pupil premium funding, there is a concern that PP pupils may be perceived in contrast to their peers (for example, in the quality of their uniform or attendance at enrichment clubs). In addition to this, there is a risk that this small group of pupils eligible for the funding may be expected to achieve less over time than their peers. This in turn risks less ambition for those pupils when compared to their peers. This group of children must still have high aspirations and attainment gaps narrowed due to high ambition.                                                                                                                                                                                |
| 4<br>Enrichment experiences                  | In general, disadvantaged pupils across the academy have more limited access than their peers to cultural and enrichment experiences such as galleries, museums and exhibitions, sports provision and music lessons, which would otherwise enrich their vocabulary, knowledge and opportunities for self-development. Many pupils at the academy                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                 | have access to a wide range of enriching and cultural experiences, and thus PP pupils are placed at a disadvantage in their cultural capital development when compared to their peers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5<br>Attendance | <p>The potential risk and concern is that due to more challenging circumstances and lower aspirations, disadvantaged pupils face similar barriers or are assessed to have lower school attendance than their peers. Witham St Hughs is a high attending school and ensuring that all groups attend consistently is important. With a strong link between attendance and attainment, it is important that this group of children must still have high aspirations</p> <p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0 – 0.9% lower than for non-disadvantaged pupils.</p> <p>During the last 12 months 7% of disadvantaged pupils have been ‘persistently absent’ compared to 2% of their peers during that period.</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                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Improved oral communication and language skills for our disadvantaged children</p> <p>Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.</p> <p>The academy ensures that pupil premium pupils have equal access to a wide range of opportunities for new and varied language, and opportunities that promote the acquisition of vocabulary.</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> <li>Our ambition is for 100% of eligible pupil premium pupils to meet the ELG in reading</li> </ul> |

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| <p>A strong reading culture is embedded across the school and ensures that all pupils develop a love of reading and know the importance.</p> | <ul style="list-style-type: none"> <li>• 100% of eligible pupil premium pupils to achieve ELG in language and communication skills.</li> </ul> <p>Pupil premium children achieve in line with their peers in the Y1 phonics screening. Through assessments, observations and pupil voice, there is no easily recognisable language gap between pupil premium pupils and their peers by the end of KS1. All children have access to a broad range of opportunities to support language development.</p> <p>Increased % of pupil premium pupils working at ARE or above across the school in reading and phonics at KS1 and KS2, with children making good progress in reading due to having exposure to a text rich curriculum experience.</p> |
| <p>Improved progress and attainment in writing by the end of KS1 by our pupil premium children</p>                                           | <p>KS1 outcomes in writing show that more than 60% of our disadvantaged children met the expected standard and made strong progress.</p> <p>The targets for our pupil premium children are as ambitious as their peers with a significantly reduced attainment gap.</p> <p>Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing, including the pupil premium pupils.</p>                                                                                                                                                                                                                                                                   |
| <p>Improved progress and attainment in writing by the end of KS2 by our pupil premium children</p>                                           | <p>KS2 outcomes in writing show that more than 75% of our disadvantaged children meet the expected standard and made strong progress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                                                      | <p>The targets for our pupil premium children are as ambitious as their peers with a significantly reduced attainment gap.</p> <p>Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing at KS2, including the pupil premium pupils.</p>                                                                                                                                                                                                                                                                                               |
| Sustained and improved attainment in all three areas of reading, writing and maths by the end of KS2 | <p>KS2 outcomes in reading, writing and maths show that more than 63% of our disadvantaged children met the expected standard and made strong progress in their combined outcomes.</p> <p>The targets for our pupil premium children are as ambitious as their peers with a significantly reduced attainment gap.</p> <p>Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing, including the pupil premium pupils.</p> <p>50% of pupils to achieve GDS in at least one core area of reading, writing or maths by the end of KS2.</p> |
| Sustain improved well-being across all groups of children, specifically disadvantaged children       | <p>Sustained levels of well-being by 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Pupils are able to manage and control their own feelings and emotions more effectively.</li> <li>• Pupils feel supported and safe within the school setting.</li> <li>• Pupils demonstrate improved resilience and determination</li> <li>• SEMH questionnaire and pupil voice shows improvement in managing their emotional and social well-being.</li> <li>• Parent and pupil voice, as well as teaching team observations identifies positive pupil well-being</li> </ul>                                               |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Targeted families are accessing our offer of support through Early Help when appropriate</li> <li>Our pastoral team are allocated to best meet the needs of all learners, they challenge and guide the pupils to support their well-being</li> </ul>                                                                                                                                                                               |
| <p>All groups of children, regardless of their socio-economic backgrounds and family circumstances, have access to a significant range of physical activities, creative arts, music, technology, residential experiences and educational visits.</p> <p>All pupils eligible for pupil premium engage in meaningful sporting and cultural activities through our enrichment programme. Additional enrichment experiences are promoted which develop an understanding of different cultural contexts, allowing them to access the full range of social and cultural capital on offer at the school.</p> | <p>Through our enrichment programme, all pupil premium children participate in at least one sports club or cultural club each week.</p> <p>All pupil premium children can participate in learning a musical instrument each week if they choose.</p> <p>Pupil premium children participate in residential and school trips and experiences.</p>                                                                                                                           |
| <p>Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Sustained high attendance by 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being minimal</li> <li>The percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul> |

## Activity in this academic year

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

### Teaching (for example CPD, recruitment and retention)

Budgeted cost: £27,000

| Activity                                                                                                                                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
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| Continuation of effective CPD for all FS/KS1 staff to ensure that high quality and specific approaches in the teaching of phonics, early reading and language and communication is consistently in place across FS and KS1 | <p>EEF guidance reports on:</p> <p>1) 'Improving literacy in KS1' available here<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>2) 'Preparing for Literacy' available here<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>3) 'Improving literacy in KS2' available here.<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>EEF guidance report on 'Effective Professional Development' available here.<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> | 1, 3                          |

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|                                                                                                                                                                                                                                                               | Education Endowment Foundation (EEF): 'Teaching and Learning Toolkit' Phonics (+5 months) available here <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Oral language Interventions (+6 months) available here <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>                                                       |      |
| CPD for all KS2 staff to ensure high quality teaching in reading (fluency and comprehension), and writing                                                                                                                                                     | Evidence from EEF: Improving Literacy KS2 available here <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a><br>Reading comprehension strategies (5+ months) available here <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>                                                                                             | 1, 3 |
| 1:1 intervention sessions with an adult when appropriate for reading to enhance fluency and understanding<br><br>Through small groups work, reading and writing intervention for Y2 – Y6 to enhance pupil outcomes for EXS                                    | The EEF has found that high quality interventions has positive benefits (+5 months).<br><br>All Pupil Premium pupils will have the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year.                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1, 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>Maths lead to be released to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) | 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:<br><a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a><br>The EEF guidance is based on a range of the best available evidence:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a> | 3    |

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| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff if appropriate</p> | <p>There is extensive evidence associating 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):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2    |
| <p>Enhancing the teaching of number in EYFS.</p> <p>EYFS teachers and leaders involved in CPD delivered by EEF and NCETM.</p>                                                                                                | <p>Project led by the National Centre for Excellence in the Teaching of Mathematics and Maths Hubs network. Focuses on developing children's fluency and flexibility with number.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3    |
| <p>Enhancement of the teaching and learning of vocabulary and spellings through delivery of the L.E.A.D. Active Spelling programme.</p> <p>CPD for Y2-Y6 staff to ensure high-quality teaching.</p>                          | <p>The approach uses the principles of mnemonics, images and verbal reasoning (through dialogic talk based approach) to aid the retention of spellings and in turn develop a breadth of vocabulary.</p> <p>The model has been tested and refined by L.E.A.D. Academy Trust to ensure alignment with the National Curriculum.</p> <p>EEF guidance reports on:</p> <p>1) 'Improving literacy in KS1' available here<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>2) 'Improving literacy in KS2' available here.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>3) EEF guidance report on 'Effective Professional Development' available here.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> | 1, 3 |

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| <p>Use of 'Reading Plus' online reading comprehension and fluency programme for Year 5 and Year 6 pupils, including pupil premium children.</p> <p>Targeted use of adaptive reading software to improve fluency, comprehension, and vocabulary through personalised online reading activities, monitored by teachers.</p> | <p>Reading Plus linked to improvements in pupils' reading comprehension, silent fluency and overall reading attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reading-plus-2024-25-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reading-plus-2024-25-trial</a></p> <p>In line with EEF reading comprehension strategies (+7months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> and 'Improving literacy in KS2' available here.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> | 3    |
| <p>Enhancement of our writing and grammar teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Writing lead released to monitor and review key elements of guidance in school and to access CPD.</p>                                                                                                | <p>1) 'Improving literacy in KS1' available here</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>2) 'Improving literacy in KS2' available here.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1, 3 |
| <p>Enhancement of our KS2 reading and vocabulary teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Reading lead to access CPD through L.E.A.D Teaching School Hub and release time to support KS2 teachers.</p>                                                                                  | <p>In line with EEF reading comprehension strategies (+7months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> and 'Improving literacy in KS2' available here.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>                                                                                                                                                                                                                                                                                                                                                                  | 1, 3 |

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|  | EEF guidance report on 'Effective Professional Development' available here.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,000

| Activity                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
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| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Literacy Specialist | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>                                                                                                                                                                                                                                                                                                                                                                                  | 1, 3                          |
| Daily reading interventions for pupils in EYFS and KS1.                                                                                                                | EEF Teaching and Learning Toolkit ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> ). Phonics and reading comprehension strategies (+5 and +6 months' progress respectively) ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> ). EEF guidance reports on:<br>1) 'Improving literacy in KS1'<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> | 1, 3                          |

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|                                                                                                                                                                                                                                                              | 2) 'Preparing for Literacy'<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |
| High quality small group tuition for KS1 and KS2 pupils to support writing outcomes, delivered weekly by qualified specialists                                                                                                                               | EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress).<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3    |
| High quality small group tuition for KS1 and KS2 pupils to support reading and maths outcomes, delivered weekly by qualified specialists                                                                                                                     | EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress).<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3    |
| Speech and language specialists working with identified pupils in Year 1, including relevant pupil premium children.<br>Targeted intervention to develop communication, language, and social interaction skills through individual and small-group sessions. | Early language development is a strong predictor of later academic success and social-emotional wellbeing.<br><br>The EEF's Early Years Toolkit identifies 'Oral language interventions' as high impact for very low cost (+6 months' progress), highlighting the importance of structured vocabulary and communication development support.<br><br><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a><br><br>Interventions that build vocabulary and expressive/receptive language also strengthen confidence, participation, and relationships, supporting wider wellbeing outcomes.<br>EEF Teaching and Learning Toolkit – Oral language interventions<br>EEF Early Years Toolkit – Communication and language approaches | 1, 3 |

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

Budgeted cost: £14,320

| Activity                                                                                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Full-time pastoral leader who leads nurture provision and programmes for KS1 and KS2 children. This includes reactive well-being check in points, break and lunchtime provision, as well as structured and bespoke well-being provision sessions throughout the day. | <p>Pupils will have small group opportunities within the Woodland Den and sensory room with the pastoral leader.</p> <p>Social and emotional learning is proven to add 4 months in relation to EEF guidance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2, 3                          |
| Enrichment club subsidies: free afterschool club each term for pupil premium children.                                                                                                                                                                               | <p>EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science).<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment).<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> | 4                             |
| <p>Embedding and monitoring principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training for staff to continue developing and implementing procedures and continuing the role of</p>                       | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 5                             |

|                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Attendance Champion to improve attendance.<br>Half-termly attendance updates shared with staff to support whole-school monitoring.                                                                                                        | <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |
| Weekly individual music lessons and instrument loans are part funded for all pupil premium children                                                                                                                                       | EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on attainment outcomes).<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>                                                                                                                                                                                                                                                                                                                                                                                                                   | 4    |
| External visits and residential opportunities with 50% reduction on subsidies for pupil premium children.<br>Greater focus on free experiences including local fieldtrips and virtual fieldtrips for all year groups and sports fixtures. | EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science).<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a><br><br>EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment).<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> | 4    |
| Uniform rail offering donated school uniform items for families to access discreetly and free of charge.                                                                                                                                  | Removing financial barriers and promoting inclusion supports improved attendance, wellbeing and a sense of belonging, which are linked to positive academic outcomes.<br><br>EEF's "Parental engagement" and "Social and emotional learning" strands highlight the importance of supporting families to reduce stress and build positive relationships with school (EEF Teaching and Learning Toolkit).                                                                                                                                                                                                                                                                                                                                                                                         | 3, 5 |

|                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                                                                                                                                                                | <p>By reducing financial strain, families are better able to engage in wider school life, contributing to improved pupil confidence and readiness to learn.</p> <p>EEF Teaching and Learning Toolkit – Parental engagement</p> <p>EEF Teaching and Learning Toolkit – Social and emotional learning</p>                                                                                                                                                                                                                                                                                                                     |      |
| <p>Costume swap shop for themed days and school events (e.g., World Book Day) to ensure all children can participate without financial burden.</p>                                                                             | <p>Financial barriers can limit participation in enrichment activities, affecting pupils' sense of belonging and engagement.</p> <p>Linked to EEF evidence on "Parental engagement" and "Social and emotional learning", which emphasise the benefits of inclusive school culture and family involvement in children's education.</p> <p>Reducing financial stress for families contributes to improved wellbeing and attendance, key predictors of long-term academic success.</p> <p>EEF Teaching and Learning Toolkit – Parental engagement</p> <p>EEF Teaching and Learning Toolkit – Social and emotional learning</p> | 3, 5 |
| <p>Daily breakfast club for pupil premium children and other targeted pupils.</p>                                                                                                                                              | <p>There is evidence that providing a free before school breakfast provision can benefit pupils by preparing them for learning or for supporting behaviour and school attendance.</p> <p>EEF's supporting school attendance hub</p>                                                                                                                                                                                                                                                                                                                                                                                         | 2, 5 |
| <p>Targeted parental engagement in school throughout the year. At the start of the year, 'new to year...' meetings held. Other events include English and maths in-action, parent-child library sessions and craft events.</p> | <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <p>EEF's 'Working with parents to support children's learning' guidance report.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3, 5 |

**Total budgeted cost: £67,320**

## 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. We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

#### Summary 2024-25 – End of Key Stage 2 analysis – 8 PP pupils in Y6 2025 – 1 PP pupils SEND

| Key Stage 2 – National Average Outcomes (2025) vs Witham St Hughs Academy |          |          |          |         |          |          |          |          |          |          |
|---------------------------------------------------------------------------|----------|----------|----------|---------|----------|----------|----------|----------|----------|----------|
|                                                                           | KS2 EXS  |          |          |         |          | KS2 GDS  |          |          |          |          |
|                                                                           | Reading  | Writing  | Maths    | SPaG    | Combined | Reading  | Writing  | Maths    | SPaG     | Combined |
| <b>Pupil Premium</b>                                                      | %        | %        | %        | %       | %        | %        | %        | %        | %        | %        |
|                                                                           | 75% WSH  | 75% WSH  | 75% WSH  | 88% WSH | 63% WSH  | 13% WSH  | 0% WSH   | 25% WSH  | 13% WSH  | 0% WSH   |
| <b>Non Pupil Premium</b>                                                  | %        | %        | %        | %       | %        | %        | %        | %        | %        | %        |
|                                                                           | 96% WSH  | 94% WSH  | 92% WSH  | 92% WSH | 80% WSH  | 43% WSH  | 16% WSH  | 35% WSH  | 53% WSH  | 12% WSH  |
| <b>Gap</b>                                                                | -%       | -%       | -%       | -%      | -%       | -%       | -%       | -%       | -%       | -%       |
|                                                                           | -21% WSH | -19% WSH | -17% WSH | -4% WSH | -17% WSH | -30% WSH | -16% WSH | -10% WSH | -30% WSH | -12% WSH |

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate
- continued development of our mental well-being provision which includes specific support for our most vulnerable pupils who are also disadvantaged