

Walton on the Naze Primary School

Pupil premium strategy statement- 2025/26

This statement details our school's use of pupil premium (and recovery 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	Walton on the Naze Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	113 ch – 59%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn term 2026
Statement authorised by	FGB
Pupil premium lead	Lisa Barker
Governor / Trustee lead	Tom Hide

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161305
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3631
Total budget for this academic year	164936

Part A: Pupil premium strategy plan

Statement of intent

At Walton on the Naze Primary, we aim to provide the best start for all of our children, no matter what their starting points, providing equity for all and that all children will be provided with appropriate challenge and support.

We do this through ensuring high quality teaching across the school by supporting staff through mentoring, coaching and CPD. All staff are accountable for the outcomes of our PPG children and help to raise standards and aspirations for all of our children. Subject Leaders inform staff of weaker areas across the school (with a key focus on PPG target children) and put in place training which helps to improve this area.

We have a consistent approach across the school to help children to understand and manage their emotional needs and self-regulation through use of Trauma Perceptive Practice used by all staff and

support from our Pastoral Lead on a daily basis. Our pastoral support is provided 5 days a week to support children in overcoming their barriers to learning.

Our aim is that all our Pupil Premium children make accelerated progress so that their attainment shifts closer to that of their peers and we help to 'close the gap'. Our disadvantaged children do not necessarily lack ability, but they can lack the opportunity. Often our PPG target children are also our SEND children which can affect how our data looks. Additional funding to support our disadvantaged children allows our children to be a part of these opportunities and for targeted support within class.

We offer some Pupil Premium children a more personalised support that goes beyond our provision for academic Targeted interventions and development. We know that sometimes life can be harder for children and their families in receipt of the Pupil Premium so we work with wider agencies, such as TFF (Tendring Families First) to support them in different ways. We ensure all children e.g. Persistent absentees or regular latecomers can access school with support. The school also develops children's skills through our Walton Drivers

We continue to ensure that Walton will be a place where children can 'Choose their dream and chase it' and:

Work hard

Aim high

Love learning

Think of others

Open their minds

Never give up.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children typically have low starting points.
2	High percentage of PPG children are also SEMH/ SEN children and need support to overcome barriers to learning (TPP and academic support)
3	Low aspirations and a narrow view of their world – children have limited cultural capital
4	Approximately 60% of our Attendance within the school is below the target of 96% for PPG and non PPG children
5	High level of need in Year 1 including non-verbal children

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
Pupils make accelerated progress in Writing (1)	The gap will close so that their attainment shifts closer to that of their peers T4W CPD for teachers will improve quality of teaching of writing and therefore outcomes Succinct vocabulary choices in writing across the curriculum. Targeted support is available for PPG children.
Pupils make accelerated progress in phonics from low starting point (1)	RWInc training for staff, support from Hub leads to improvement in teaching of phonics and reading, therefore outcomes Pupils continue to progress in Year 2, ensuring the vast majority of children are at age-related by the Phonics assessment in Year 2
All staff would be able to articulate whole school approach to Disadvantaged strategy and wider approaches for all children (2 and 5)	Staff will refer to Disadvantaged strategy Staff respond to pupil need; both academic and pastoral. Trauma Perceptive Practice embedded, training available for new staff All children receive effective classroom teaching. TFF support in place for families Interventions support groups of children and enhance the learning that takes place in the classroom, but never replaces it. Support is available for all pupils, including those

	that the school deem 'vulnerable', not just those in receipt of Pupil Premium funding. TTP Hive updates accessed. Teach First Physical intervention completed by appropriate staff members
Outcomes will improve for targeted children (3 and 5)	Targeted Interventions e.g. Welcomm, Time for sounds, S and L sessions take place in EYFS, Read Write Inc Phonics continues into later years in the form of Fresh start. Less is needed currently due to RWI feeding through the school years. In year testing purchased to support assessment /moderation. Testbase used.
	Booster sessions take place for vulnerable children -Fresh Start/TIPs/Precision teaching Maths Hub support in place with Maths key person in Ks1 and KS2 One Maths intervention are sourced and monitored to ensure impact Staff CPD to ensure high quality practice – through English lead and feedback from Maths Hub. Also support provided through teachers CPD RAG rating
All children will attend school regularly and will be on time (4)	Attendance will be above 96% (End of Autumn term 2025) Attendance coffee mornings for parents to discuss concerns. Attendance Officer will track weekly Sam meetings take place even when parents do not attend Attendance is challenged at FGB/ Governor visits Attendance prizes are regularly reviewed – including trips, postcards and letters home, certificates Breakfast club is offered for some families who are struggling

	Figures updated in fortnightly newsletter for parent/ carers. – Children are aware in a weekly assembly Positive postcards are sent DSL's will carry out home visits with Pastoral Lead TFF (Tending Families First) offered to support families in need STPP cluster groups for attendance to access any new initiatives – e.g. robots
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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: £ 35824.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc	Continued support and training in the government accredited Read Write Inc scheme. Continued access to school portal subscription so staff have access to all the videos and online training, also being used to support parents with phonics training. Development Days/ Fresh start x 3 per year. Spelling subscription and workbooks	1
Additional release provided for RWInc Lead to assess and support staff with CPD	As seen in EEF, RWInc has positive impact on phonics data and reading capacity across the school DFE accredited phonics programme used KS1 and reading lead coaching and supporting staff x 30 mins daily	1
Additional resources to promote the love of reading	Restock class book corners Positive and inviting book corners in each classroom. Restocking the library Links and visits to local library	1, 5
Identify children who will receive tutoring in small groups	Intensive tuition in small group for those needing to have 'gap closed' -EEF small group tuition Fresh Start tutoring e.g. Lucid rapid, speechlink Boosters for Year 6	1

Maths Hub CPD and support	Maths interventions through Maths Hub. Information disseminated through Maths Lead. Additional time given for pre-teaching those who need it across the school week.	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £66347.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching support for all teachers Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Subject leader release time in order to monitor and give high quality feedback to all teaching staff. Including UPS teachers supporting non-UPS teachers through coaching and supporting. Half termly pupil progress meetings take place, barriers to learning are addressed. FSM check to highlight need at early age	1,3
TAs deliver same day interventions (Tips and precision teaching)	EEF: High quality small group interventions	3
White Rose Maths and Hub	Professional development and support for the teaching of Maths and Mastery Support materials from pre-teaching White Rose	1
All children in reception have Welcomm screening, Nelli, Time for sounds, Lucid rapid screening	Targeted support takes place at varied times/ staggered approach so we do not narrow Curriculum Clicker 8 Speechlink media access EEf Toolkit Elklan training takes place and school is an accredited speech and language Hub EYFS baseline assessment takes place at start of academic year	3

Booster groups for Year 5 and 6	High quality small group interventions Fresh Start tutoring Targeted support takes place at varied times/ staggered approach, so we do not narrow Curriculum	3
Teacher assessment tools	Staff have a clear view with the use of formative and summative assessments and gap analysis provides areas to target for each class through Testbase and the new Sonar assessment system	1,3

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

Budgeted cost: £58702.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to support the well-being of parents and children PP pupils attendance is closely monitored, pupils below 95% are identified and protocols followed.	EEF toolkit– Parental engagement Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from attendance Officer and HT through TFF support. This may be family support or counselling. Pastoral Lead -A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. School works closely with Essex Attendance Lead regarding persistent absentee children and school refusers.	4

• First day calling takes place. • Pastoral Lead and another member of staff will pick up child from home if required. • Prizes and recognition in place for pupils	Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. Attendance coffee mornings are held. Attendance officer offers appointments at parents evening. Governors monitor attendance on a weekly basis. Class trip as end of year recognition Postcards home Weekly assembly updates and prizes	4
• Cultural capital experiences promoted in our book-led curriculum. • Reduction in cost of trips and residential trips for PP • Support with uniforms, breakfast/after school provision	Learning is contextualised in concrete experiences and language rich environments. All children are able to access first-hand experiences no matter their background or social demographic. For example financial support is provided for our Year 6 residential. PPG children's attendance at clubs is monitored. Most of our clubs are run without a cost to parents so that anyone can attend. Children see themselves in the carefully selected texts that includes and celebrates the culturally diverse backgrounds of our children and school community Additional clubs are accessed by all. Breakfast for targeted children are given the best start to their learning possible. EEF – sports participation increases educational engagement and attainment. Wellbeing Hub to support children at Lunchtime/ Rainbow Tea supplies Additional educational resources to support Interventions	2
• All staff receive training for TPP to meet the needs of families who may have suffered trauma	TPP effective Essex approach to support understanding behaviour and supporting emotional wellbeing. (Essex CC and improving emotional and social learning in schools – EEF) HT trained through STPP so can update training when necessary.	2

Teach First Positive Handling training provided for some members of SLT	Certain staff able to manage behaviour and wellbeing of individual children through effective approach – positive physical/ manual handling through STPP	2
STPP subscription	Headteacher to meet with wider group of Heads to compare information and gain support Purchases made are through group subsidy	All
SGO and PLac therapies	Targeted children supported through area of need. (Bespoke and TFF support)	2,3,4
- Pastoral Lead 1:1 support for specific SEMH children (Pastoral and Out-sourced support - Reflection with SLT	Children are able to self- refer and parents/ carers are able to ask for support for child also. Children are able to manage their own problems with support. Various small SEMH intervention groups support children Welcome time for a range of pupils Additional DSL provision and weekly Vulnerable group discussions Pastoral lead is able to support pupils with barriers to learning to have strategies to help them integrate back into class. Pastoral lead has a designated room and the school has a nurture space, the Reflection Room Children are able to discuss their concerns and problems which have taken place during the day to try to find their own solution.	2
TFF	Tendring Families First Referrals and support for families Counselling services	

Total budgeted cost: £ 160874.19
 (£4061.81 to be allocated December 2025)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2024-2025 | Autumn 2 | Summative against ARE | Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 | All Pupils | (182 Pupils)

Writing

	Total	No Assessment	Below Year Group	Working Towards	Target or higher	Expected or higher	Greater Depth or higher	Above Year Group
All Pupils	100.0% (182)	9.9% (18)	22.6% (37)	14.0% (23)	63.4% (104)	42.7% (70)	15.2% (25)	1.2% (2)
Boys	49.5% (90)	5.6% (5)	32.9% (28)	14.1% (12)	52.9% (45)	32.9% (28)	11.8% (10)	
Girls	50.5% (92)	14.1% (13)	11.4% (9)	13.9% (11)	74.7% (59)	53.2% (42)	19.0% (15)	2.5% (2)
Disadvantaged	60.4% (110)	14.5% (16)	29.8% (28)	11.7% (11)	58.5% (55)	38.3% (36)	8.5% (8)	1.1% (1)
Not Disadvantaged	39.6% (72)	2.8% (2)	12.9% (9)	17.1% (12)	70.0% (49)	48.6% (34)	24.3% (17)	1.4% (1)
Pupil Premium	58.8% (107)	14.0% (15)	30.4% (28)	12.0% (11)	57.6% (53)	37.0% (34)	7.6% (7)	1.1% (1)
Not Pupil Premium	41.2% (75)	4.0% (3)	12.5% (9)	16.7% (12)	70.8% (51)	50.0% (36)	25.0% (18)	1.4% (1)

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
Teach First Positive Handling	Teach First
Essex Maths Hub	Essex County
Walkthrus training	Essex County
Toxic Masculinity course	EPHA

Further information (optional)

Walton primary School works closely with a local group of schools, STPP and this enables us to look at how the funding is being used elsewhere and to the best effect.

We want to ensure that children are given the opportunity to learn about themselves and to find their own dreams and future wishes. This is why we strive to provide them with different opportunities such as Adventure Ambassadors, the Year 6 residential, our trip to a Musical in London, trips and visitors across the Curriculum and our Attendance prize days.

We want to make sure that we continue with the following:

- All staff know the names of their pupil premium children in their class, across the year group and are aware of the list for the whole school.
- We continue to raise the profile of Pupil Premium children in school life by ensuring that they are marked out for questioning in class and have roles and responsibilities within the school and in classes to increase their engagements and self-confidence.
- We look for outside support to increase the Pastoral Lead's ability to meet the Need of our children and families
- We continue with TPP training and updates for all staff to ensure the school is therapeutic consistently.
- We work closely with other agencies to get the best support available for all of our children.