

Pupil premium strategy statement – Long Wittenham CofE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	5.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Gillian Fraser
Pupil premium lead	Gillian Fraser
Governor / Trustee lead	Claire Nott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,060
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic yea</i>	£6,060

Part A: Pupil premium strategy plan

Statement of intent

Our strategy aims to give our disadvantaged children strong foundations on which to build a lifetime of learning and active participation. Across Ridgeway Education Trust, our strategy prioritises three key strands: attendance, engagement and learning. Our plan works to build strong relationships across the school community which support families well to engage in school, prioritising regular attendance and strong links.

There is compelling evidence that high quality teaching and leadership are vital in raising attainment. From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference and make sure that the best teachers work with the most vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Attendance is a significant barrier to learning for our pupil premium children. Addressing attendance issues is crucial to ensure all pupils, especially those who are disadvantaged, can succeed academically and thrive personally.

Attendance overview	Attendance	Persistent Absence (PA)	Severe Absence (SA)	SEND Attendance	SEND PA	Non-SEND Attendance	Non-SEND PA	Disadvantaged Attendance	Disadvantaged PA	Non disadvantaged Attendance	Non disadvantaged PA
2023-24	96.2%	8.6%	1.2%	94.1%	20.0%	96.9%	4.9%	94.1%	20.0%	96.9%	4.9%
2024-25	95.4%	11.1%	1.4%	90.1%	35.0%	97.4%	1.9%	91.2%	12.5%	96.0%	10.9%
2025-25 (YTD, T1)	91.6%	32.2%	1.7%	84.5%	37.5%	93.7%	30.2%	81.5%	40.0%	92.3%	31.5%

2 **Engagement:**
Our disadvantaged pupils often show lower levels of engagement and less developed learning behaviours which can widen the attainment gap across the curriculum. High-quality teaching, assessment and a broad and balanced curriculum will ensure greater levels of engagement of disadvantaged children across the curriculum.

3 **Learning:**
Assessment data, observations and discussions show that disadvantage children achieve less well in reading, writing and maths and this can become a barrier to them accessing the wider curriculum.

2024-2025	PP	All
Reading	62.5%	68.9%
Writing	50%	60.3%
Maths	62.5%	79.3%

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
Attendance:	<ul style="list-style-type: none"> The attendance gap between disadvantaged pupils and their peers decreases over the year.

Families engaged well with the school to improve both attendance and punctuality, resulting in strengthened collaboration and clearer shared expectations.

- School and families work collaboratively to overcome barriers to attendance, evidenced through meetings, action plans, and improved attendance trends.
- Attendance and punctuality are regularly celebrated in assemblies and the newsletter, with positive engagement from pupils and families.
- Punctuality improves for disadvantaged pupils, with fewer late marks recorded over time.

Engagement:

Disadvantaged pupils show increased engagement in and ownership of their learning.

- High-quality teaching consistently promotes strong learning behaviours, with disadvantaged pupils demonstrating increased focus, participation and independence in lessons.
- Coaching and mentoring continues to strengthen teaching, resulting in observable improvements in disadvantaged pupils' engagement and confidence as learners.
- Staff undertake regular CPD and apply new knowledge and strategies to enhance quality-first teaching, evidenced through lesson visits, pupil voice and improved learning behaviours.
- Participation of disadvantaged pupils in enrichment activities (clubs, trips, workshops and visiting experiences) increases across the year, and pupils show greater enthusiasm and engagement as a result.

Learning:

To close the gap in reading, writing and maths attainment between disadvantaged pupils and their peers.

- Disadvantaged pupils receive targeted tutoring (with approaches proven to raise outcomes), resulting in measurable improvements in reading fluency, comprehension, and confidence.

	<ul style="list-style-type: none">• Progress for disadvantaged pupils is clearly evidenced through assessment points, tracking of tutoring impact, and improvements seen in pupils' workbooks.• High-quality teaching consistently supports the development of strong learning behaviours and improved engagement for disadvantaged pupils.• Staff complete CPD and apply learning to strengthen subject knowledge, pedagogy, and classroom practice.• Disadvantaged pupils experience a broad and rich curriculum through increased participation in clubs, trips, workshops and visitors, which supports vocabulary development and wider knowledge.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics training for staff	Phonics EEF Teaching Assistant Interventions EEF	3
Develop whole class and small group approach to reading comprehension.	Reading comprehension strategies EEF Teaching Assistant Interventions EEF	3
Staff receive high quality CPD in the form of NPQ's, trust CPD and in school CPD.	Effective Professional Development EEF	2,3

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

Budgeted cost: £ 1543 (*Quest for Learning*).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to One/small group tuition for pupils in need of additional support:</i> Quest for Learning	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF Small group tuition EEF	2,3

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

Budgeted cost: £2,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Closely monitor attendance</i>	Working together to improve school attendance - GOV.UK	1
ELSA	Social and emotional learning EEF	1,2,3
School Trips	Extracurricular activities to develop life skills - findings and lessons for practice	1,2,3
Communicating with and supporting parents (inc TAF) including supporting attendance	Parental engagement EEF	1,2,3
SWIFT parenting course	Parental engagement EEF	1,2,3
Clubs	Arts participation EEF	2
Letter Join		
iRock		

Total budgeted cost: £ 6,060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1: Attendance

Demographics & Inverse	No. Students	Attendance	Persistent Absentees
Compulsory School Age (5 - 15)	72	95.4%	11.1%
Pupil Premium Eligible	9	91.5%	11.1%
Not Pupil Premium Eligible	63	96.0%	11.1%

For 2024–2025, attendance for the Pupil Premium group was below that of non-Pupil Premium pupils.

Given the very small cohort size, this difference was largely influenced by the individual circumstances of a small number of pupils, which had a disproportionate impact on overall group percentages.

43% of pupil premium children regularly attended breakfast and afterschool club.

Priority 2: Engagement

100% Pupil premium children attended the residential trip.

Other school trips:

Reception	Y1&2	Y3&4	Y5&6
Forest school weekly	Forest school weekly	1 term of forest school RET music concert	1 term forest school Liddington PGL
Earth Trust Farm	Earth Trust Farm	Science museum	Abu Bakr Masjid

Panto	Panto	Panto	Junior Citizenship IMPS Panto
Cotswold Wildlife Park			
Whole school Lego event			

Clubs included :

- Bright sparks Science Club
- Football Club
- Cooking Club
- Art Club

Priority 3: Learning

The number of pupils eligible for Pupil Premium is very small, outcomes can be variable year on year.

However, last year the attainment of Pupil Premium pupils was above that of the non-Pupil Premium group at the end of Key Stage 2 for both the expected standard and greater depth.

KS2 Outcomes 2025	%age at least Exp					%age Greater Depth				
	R	Wr	Ma	R+W+M	GPS	R	Wr	Ma	R+W+M	GPS
Total	75%	62%	88%	63%	75%	13%	13%	38%	0%	13%
National	75%	72%	74%	62%	75%	33%	13%	26%	8%	30%
Pupil Premium	100%	100%	100%	100%	100%	50%	0%	50%	0%	0%
Non Pupil Premium	67%	50%	83%	50%	50%	0%	17%	33%	0%	17%

Review of Three Year Strategy

Attendance- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Due to the small (and fluctuating) number of pupils, demonstrating clear progress in attendance is challenging. Most individual pupils had very good attendance, while a small number of children with specific needs and challenges disproportionately impacted our overall attendance levels. We continue to strive to improve attendance by working closely with families and external agencies to provide targeted support.

Engagement- Children from all groups participate in the wide range of personal development opportunities on offer.

Over the three-year period, all disadvantaged children have had access to a wide range of opportunities to enrich their cultural experiences. These have included trips linked to learning in non-core subjects, visits to places of worship, guest speakers in school, and workshops covering life skills and wider learning. They have also had opportunities to take part in sporting clubs and to learn musical instruments.

Learning- To close the gap in reading and writing and maths attainment between disadvantaged pupils and their peers.

Again, due to the low and fluctuating numbers of disadvantaged children over the three-year period, it is difficult to provide meaningful comparative data. However, outcomes for Pupil Premium children in the 2025 KS2 results were strong. Our reading scheme supports children well in the Early Years by providing strong foundational skills, which is then built upon in Key Stage 2 through rapid catch-up provision.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Tutoring	
White Rose Maths	White Rose
Specialist French Teacher	RET
Specialist Music Teacher	RET

Little Wandle Phonics	Little Wandle
EYFS & Primary Wellcomm Assessment Pack	GL Assessment
Key Stage History	Key Stage History
Purple Mash	Purple Mash
Projects on a Page	Design Technology Association
iRock	iRock
Bikeability	Bikeability
Didcot Wave	Swimming

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We are unable to report on Service Pupil Premium funding as doing so would risk identifying the individual child.

The impact of that spending on service pupil premium eligible pupils

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