Pupil premium strategy statement – 2026.27

School overview

Detail	September 2026
School name	Waverley Abbey C of E Junior School
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	13.1% 48 children PP 2 LAC/PLAC 1 service PP Total - 51
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025 – 26 2026 – 27 2027 – 28
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Rebecca Marshall
Pupil premium lead	Emma Munro
Governor / Trustee lead	Tom Sheppard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,630
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,630

Part A: Pupil premium strategy plan

Statement of intent

At Waverley Abbey, we are committed to ensuring that every child, regardless of background or barrier, is given the opportunity to thrive academically, socially, and emotionally. Our ultimate objective is for disadvantaged pupils to make progress that is at least in line with their non-disadvantaged peers.

Our Pupil Premium Strategy is rooted in the belief that all children deserve access to high-quality teaching, enriching experiences, and targeted support that enables them to reach their full potential. A key principle of our approach is that disadvantaged pupils should be held to high expectations, fostering an ethos of inclusion and success.

We are a four-form entry junior school, with 13.1% of our pupils identified as disadvantaged. While this is below the national average, we recognise that disadvantage can manifest in many ways, and that every child's experience is unique. We are determined to ensure that our provision is responsive, inclusive, and impactful.

Our strategy is designed to:

- Close attainment gaps between disadvantaged pupils and their peers through effective teaching and learning approaches.
- Promote equity of opportunity by removing barriers to learning, including those related to attendance, wellbeing, and access to enrichment.
- Enhance engagement by increasing attendance, participation, and motivation in learning, addressing barriers such as access to resources, uniform, and extracurricular activities.
- Build strong relationships with families and the wider community to support engagement and shared aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of our Pupil Premium (PP) children show that they have greater difficulties with writing and maths than their non-disadvantaged peers.
2	Disadvantaged pupils have wider gaps in learning than their non-disadvantaged peers. This shows at some summer attainment assessments.
3	Some of our disadvantaged pupils have missed opportunities in social interaction and development from lower attendance in clubs. They also have missed opportunities from not attending class trips
4	Our assessments of pupils using well-being surveys and staff observations have identified social and emotional issues for many pupils. This particularly affects disadvantaged pupils, including their attainment

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**
1	Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2027 show that the gap between disadvantaged and non-disadvantaged pupils has reduced.
2	Improved writing attainment for disadvantaged pupils at the end of KS2	Gaps are narrowed to enable children to move from WTS to ARE or ARE to GDS.
3	Improved attainment for disadvantaged pupils in end of year and KS2 SATs	Gap between disadvantaged and non-disadvantaged pupils is narrowed from start of year baseline to end of year results.
4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupil well-being is increased by developing growth mindset, self-esteem and confidence.	Qualitative data from pupil voice, pupil and parent surveys and staff observations.
5	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Home School Link Worker is used effectively to provide resources and strategies for support.	Attendance is improved for disadvantaged pupils (with no more than 2% difference)
6	To increase disadvantaged children's participation in clubs and trips / residentials. Providing the same opportunities as peers.	100% who wish to do a club or trip/residential must get the opportunity to do so

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: £11,669

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcome addressed
Booster Group teaching in maths in Y6	Smaller booster group supported by a teacher and therefore smaller class sizes means that individual children receive personalised support.	1 + 2	1 + 3

Targeted Support (for example, interventions, 1:1 tuition or group tuition)

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcome addressed
Targeted tuition for maths in Y4, Y5, Y6 (£5,000 for Third Space licence)	Third Space Online tutoring, timetabled in for two times a week for 25mins for targeted children, facilitated and monitored by teacher or support staff	1 + 2	1 +3
Scheduled Lexia interventions Y4, Y5, Y6	Lexia timetabled in for two times a week for 20mins for targeted children, facilitated and monitored by teacher or support staff EEF impact +1month	1 + 2	2 + 3

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

Budgeted cost: £54,561

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcome addressed
Soft Start group / Morning Group	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)	4	4
ELSA Support and training			
Home School link worker	Attendance can be improved. Successful referral of services to support families e.g. Early Help can have a significant impact on attendance and engagement – thus having increase in attainment.	3 + 4	5
Financial support for clubs, trips and residential visits to encourage full take up.	Pupil well-being is increased, and social and emotional needs can be met by attending clubs and extra-curricular activities.	3	6
Contingency fund for acute issues.	Based on our experience, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	3 + 4	4, 5 + 6

Total budgeted cost: £76,630

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 2025 to 2026 academic year.

Summary of evaluation PP funding from 2025 to 2026.

<table>
<tr><th colspan="2">Intended outcome</th><th>Activity</th><th>Outcome</th></tr>
<tr><td>1</td><td>Improved maths attainment for disadvantaged pupils at the end of KS2</td><td rowspan="3">Booster Group teaching in maths in Y6

Pre-teaching groups for maths in Y3, Y4

Writing Feedback time</td><td rowspan="3">Year 6 SATS data reflects that pupil premium children will still need to be a focus next academic year in terms of improving attainment.
<table>
<tr><td></td><td>Y6 2026</td><td>Y6 PP 2026</td><td>Y6 FSM 2026</td></tr>
<tr><td>Reading</td><td>86.2%</td><td>81.8%</td><td>86.7%</td></tr>
<tr><td>Maths</td><td>84.4%</td><td>81.3%</td><td>84.7%</td></tr>
<tr><td>Writing</td><td>73.4%</td><td>72.7%</td><td>73.5%</td></tr>
<tr><td>RWM Combined</td><td>68.8%</td><td>72.7%</td><td>68.4%</td></tr>
</table></td></tr>
<tr><td>2</td><td>Improved writing attainment for disadvantaged pupils at the end of KS2</td></tr>
<tr><td>3</td><td>Improved attainment for disadvantaged pupils in end of year and KS2 SATs</td></tr>
<tr><td>4</td><td>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupil well-being is increased by developing growth mindset, self-esteem and confidence.</td><td>Increased ELSA provision (including introduction of soft start group)

ELSA Support and training</td><td>Many children supported successfully ELSA support included:
Group ELSA support
1:1 ELSA support
In total 34 children accessed ELSA support, 60% were pupil premium (9 accessed through ELSA and 12 accessed through HSLW)</td></tr>
<tr><td>5</td><td>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Home School Link Worker is used effectively to provide</td><td>Home School link worker

Contingency fund for acute issues.</td><td>Attendance data for 2024.25 academic year (1 Sept 2025 – 24 July 2026)
<table>
<tr><td>Group</td><td>Attendance %</td></tr>
<tr><td>Whole school</td><td>95.69%</td></tr>
</table></td></tr>
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	resources and strategies for support		PP 92.15% Non-PP 96.09%
6	To increase disadvantaged children's participation in clubs and trips / residentials. Providing the same opportunities as peers.	Financial support for clubs, trips and residential visits to encourage full take up. Contingency fund for acute issues.	Trips were carried out this year; therefore, funds were provided to allow all children to attend trips. PP children were also supported to be able to attend clubs inside and outside of school when restrictions allowed.