

Pupil premium strategy statement – Waycroft Academy

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	R-Y6 363
Proportion (%) of pupil premium eligible pupils	29% (104 pupils)
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)	2026-29
Date this statement was published	September 2026
Date on which it will be reviewed	July 2029
Statement authorised by	Adam Smith
Pupil premium lead	Rachael Wright
Governor / Trustee lead	Joseph Fox-Bowen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,900
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 year</i>	£121,052

Part A: Pupil premium strategy plan

Statement of intent

At Waycroft Academy, our primary objective is to ensure that all pupils who experience disadvantage achieve their full potential academically, socially and emotionally. Consistent with the Cabot Learning Federation's commitment to Equity Through Education, we seek to remove barriers to learning, raise aspirations and provide equitable opportunities that enable every child to thrive.

Our aim is that disadvantaged pupils achieve outcomes that are at least in line with their peers and are equipped with the knowledge, skills and confidence to succeed in the next stage of their education and beyond. We recognise that disadvantage can present itself in many forms and that no single approach will meet the needs of all pupils. Therefore, our strategy is evidence-informed, responsive and tailored to the needs of our community.

To achieve this, we prioritise:

High-Quality Teaching: Ensuring all pupils receive excellent classroom teaching through a well-sequenced curriculum, adaptive practice and ongoing professional development.

Targeted Academic Support: Delivering timely interventions and personalised support to address gaps in learning and accelerate progress.

Attendance, Wellbeing and Inclusion: Promoting strong attendance, positive wellbeing and a sense of belonging so that pupils are ready to learn and engage fully in school life.

Wider Opportunities and Aspirations: Enabling disadvantaged pupils to access enrichment experiences that broaden horizons and develop cultural capital.

Family Engagement: Working in partnership with parents and carers to support children's learning, attendance and personal development.

Through regular evaluation and the careful use of evidence, we will ensure that pupil premium funding has a demonstrable impact on outcomes and life chances for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Outcomes for disadvantaged pupils at the end of Key Stage 2 remain below those of their non-disadvantaged peers, particularly in reading, writing and mathematics. A lower proportion of disadvantaged pupils achieve Age-Related Expectations (ARE) and higher standards, limiting their readiness for the next stage of education.
2	Mental Health and Wellbeing: A significant proportion of disadvantaged pupils have experienced adverse childhood experiences (ACEs), which can negatively affect emotional regulation, readiness to learn, relationships and engagement in school. School-

	based evidence indicates that over 50% of disadvantaged pupils have experienced one or more ACEs.
3	Attendance: Attendance for disadvantaged pupils remains below that of their peers (95.5% compared to 91.5% in 2025-26 for Non-PP compared to PP). Lower attendance reduces access to high-quality teaching and curriculum experiences, contributing to gaps in attainment and progress.
4	Early Language and Reading: Baseline assessments, EYFS outcomes and phonics screening data indicate that disadvantaged pupils have lower levels of oral language, communication and early reading skills than their peers. This gap emerges early and affects pupils' ability to access the wider curriculum. In 2025-26, 46% of disadvantaged pupils met the expected standard in the Year 1 Phonics Screening Check compared with 89% of non-disadvantaged pupils. In Reception, 60% of disadvantaged pupils achieved the Communication and Language ELG compared with 75% of non-disadvantaged pupils.
5	Enrichment and Cultural Capital: Internal pupil voice, family engagement and staff observations indicate that disadvantaged pupils generally have fewer opportunities to access enrichment activities, experiences and cultural capital beyond school. This can limit aspirations, confidence, vocabulary development and wider curriculum knowledge.

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
Disadvantaged pupils achieve outcomes in line with or above those of non-disadvantaged pupils nationally.	- KS2 outcomes for disadvantaged pupils in Reading, Writing and Mathematics are in line with or above national outcomes for non-disadvantaged pupils. - The attainment gap between disadvantaged pupils and their peers is narrowed across the school. - An increasing proportion of disadvantaged pupils achieve Age-Related Expectations and Greater Depth.
Disadvantaged pupils demonstrate positive social and emotional wellbeing and are ready to engage successfully in learning.	- Pupil voice, parent surveys and staff observations demonstrate improved wellbeing, confidence and readiness to learn among disadvantaged pupils. - Identified pupils access appropriate pastoral and therapeutic support in a timely manner. - Participation rates in clubs, trips and wider enrichment activities increase for disadvantaged pupils. - Behaviour incidents and emotional-based barriers to learning reduce for targeted pupils.

Improved attendance for disadvantaged pupils, bringing attendance rates in line with national averages and reducing the attendance gap between disadvantaged and non-disadvantaged pupils.	• Overall attendance for disadvantaged pupils is at least in line with national averages. • The attendance gap between disadvantaged and non-disadvantaged pupils is reduced to less than 3%. • Persistent absence among disadvantaged pupils reduces from 28% (in 2025-26) to below 20%. • Targeted families engage positively with attendance support processes.
Improved early language, communication and reading outcomes for disadvantaged pupils in EYFS and KS1, enabling them to access the wider curriculum successfully.	• The proportion of disadvantaged pupils achieving the Communication and Language ELG increases year on year. • The attainment gap between disadvantaged and non-disadvantaged pupils in Communication and Language is reduced. • The proportion of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check increases and moves closer to that of their peers. • Identified pupils receiving language and phonics interventions make accelerated progress from their starting points. • Disadvantaged pupils demonstrate improved vocabulary, communication skills and reading fluency through assessment and classroom practice.
Pupils experience a wider curriculum through enrichment opportunities, educational visits and extra-curricular activities.	• PP uptake on residential camps is in line with or above non-PP pupils. • All Pupil Premium pupils participate in at least one after-school club or enrichment activity each academic year. • All Pupil Premium pupils have access to educational visits that broaden their experiences beyond the local area. • Pupil voice demonstrates that disadvantaged pupils feel included and engaged in wider school opportunities.

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: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Expected Impact
Maintain increased adult capacity within classrooms to enable responsive teaching, adaptive practice and timely intervention. This will support disadvantaged pupils to access learning successfully, address misconceptions quickly and make strong progress from their starting points. Additional staffing will also facilitate targeted small-group teaching and support within daily classroom practice.	High-quality teaching is the most important factor in improving outcomes for disadvantaged pupils. The EEF states that targeted small-group tuition can provide an average of four months' additional progress over the course of a year. Additional adult capacity enables teachers to provide more responsive support, adapt learning effectively and ensure that pupils receive timely intervention to address gaps in understanding. (EEF: Small Group Tuition) Small group tuition EEF	1	- Increased adult capacity enables teachers to provide responsive support, adaptive teaching and timely intervention within daily classroom practice. - Disadvantaged pupils are supported to overcome barriers to learning and address misconceptions promptly. - Targeted pupils make strong progress from their individual starting points. - Pupils demonstrate increased engagement, confidence and participation in learning. - More disadvantaged pupils achieve Age-Related Expectations in Reading, Writing and Mathematics. - The attainment gap between disadvantaged and non-disadvantaged pupils is reduced over time.
Provide targeted whole-staff professional development to strengthen teaching and learning across the school, including: - Trauma-informed practice - Phonics - Assessment and responsive teaching	High-quality teaching is the most important in-school factor for improving pupil outcomes, particularly for disadvantaged pupils. Effective professional development can improve teacher practice and pupil attainment. Teachers who use evidence-informed approaches, including responsive assessment, adaptive teaching and explicit instruction, are better able to support	1, 2 & 4	- Improved quality and consistency of teaching across all year groups. - Greater staff confidence in addressing the needs of disadvantaged pupils. - Improved pupil engagement, self-regulation and readiness to learn. - Increased attainment and progress in reading, writing and mathematics. - Reduced gaps between disadvantaged pupils and their peers.

- Outdoor learning in EYFS - Adaptive teaching in Mathematics, with a focus on number sense and reasoning/ problem solving This professional development will ensure a consistent, evidence-informed approach to teaching, enabling staff to identify and address barriers to learning, adapt provision effectively and improve outcomes for disadvantaged pupils	pupils to learn, retain and apply knowledge. Consistent teaching approaches across the school help to reduce cognitive overload and support pupils to learn and remember more effectively, aligning with research such as Rosenshine's Principles of Instruction. Social and Emotional Learning (SEL) approaches have been shown to provide an average of four months' additional progress over the course of a year. Effective trauma-informed practice can help pupils regulate emotions, engage positively with learning and overcome barriers to achievement. EEF: Effective Professional Development		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed	Expected Impact
Provide targeted academic support through additional teaching sessions, small-group interventions and carefully selected resources for disadvantaged pupils	Small group tuition is an effective approach for supporting pupils who are falling behind or have identified gaps in knowledge. The EEF states that small group tuition can provide an average of four months' additional	1	- Disadvantaged pupils make accelerated progress from their starting points. - Gaps in knowledge and understanding are identified and addressed promptly.

who require further support to address gaps in learning and secure age-related expectations. Support will be responsive to assessment information and tailored to individual pupil needs.	progress over the course of a year. Targeted support is most effective when it is closely linked to classroom teaching and focused on pupils' specific needs. Small group tuition EEF		- Increased proportions of disadvantaged pupils achieve Age-Related Expectations in Reading, Writing and Mathematics. - Improved confidence, engagement and participation in learning. - Reduced attainment gap between disadvantaged pupils and their peers.
Continue to implement WellComm to identify and support disadvantaged pupils with low levels of speech, language and communication. Deliver targeted interventions to improve listening, attention, vocabulary, narrative skills and spoken language, enabling pupils to access the wider curriculum successfully.	Oral language interventions focus on improving pupils' speaking, listening and communication skills. The EEF reports that oral language interventions have an average impact of approximately +6 months' additional progress and can be particularly beneficial for pupils from disadvantaged backgrounds. Approaches that develop vocabulary, discussion and oral language skills support pupils' attainment across the curriculum and contribute to future success in reading and writing. Oral language interventions EEF	4	- Improved speech, language and communication skills for disadvantaged pupils. - Increased vocabulary, listening and narrative skills. - More disadvantaged pupils achieve the Communication and Language ELG in Reception. - Improved readiness for phonics and early reading. - Greater confidence in speaking and participating in classroom learning. - Reduced gaps between disadvantaged and non-disadvantaged pupils in early language.
Deliver targeted 1:1 Unlocking Letters and Sounds phonics interventions across KS1 for disadvantaged pupils who are at risk of not meeting the expected standard in the Phonics Screening Check. Interventions will be carefully	Phonics approaches have a strong evidence base, particularly for young readers. The EEF reports that phonics has an average impact of +5 months' additional progress and is particularly beneficial for younger pupils and those from disadvantaged backgrounds. Effective	4	- Increased proportion of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check. - Improved decoding, fluency and early reading skills. - Gaps between disadvantaged and non-

matched to pupils' needs and delivered in addition to high-quality class teaching.	phonics teaching supports pupils in developing accurate word reading and decoding skills, which are fundamental to future reading success. Phonics EEF		disadvantaged pupils in phonics outcomes are reduced. • Pupils identified as at risk of falling behind make accelerated progress from their starting points. • Improved confidence and engagement in reading.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,652

Activity	Evidence that supports this approach	Challenge number(s) addressed	Expected Impact
Family Link Worker to work closely with disadvantaged pupils and their families, providing targeted support, advice and interventions to address barriers to learning. Support will focus on improving attendance, wellbeing, engagement with school and ensuring pupils' basic needs are met so that they are ready to learn and achieve.	Evidence from the EEF shows that Social and Emotional Learning (SEL) approaches can lead to an average of +4 months' additional progress over the course of a year. Alongside academic outcomes, SEL interventions can improve pupils' self-regulation, attitudes to learning, engagement and social relationships. Targeted family support can help address barriers to learning, improve wellbeing and strengthen the partnership between home and school, particularly for disadvantaged pupils. Social and emotional learning EEF	2	• Improved social, emotional and mental wellbeing of disadvantaged pupils. • Increased pupil engagement, self-regulation and readiness to learn. • Improved attendance and reduced persistent absence for targeted pupils. • Strengthened relationships between school, families and pupils. • Families access support promptly, reducing barriers that negatively impact learning. • Improved academic outcomes as pupils are better able to engage with learning.
Provide disadvantaged pupils with access to breakfast club at a reduced cost to ensure they	The EEF highlights that supporting pupils' social and emotional development can improve attainment by an average of +4 months. Alongside academic outcomes, social and emotional	2 & 3	• Increased attendance and punctuality for disadvantaged pupils. • Improved readiness to learn at the start of the school day.

start the school day positively, have access to a nutritious breakfast and are ready to learn.	learning approaches can positively influence attitudes to learning, behaviour and relationships. Providing access to breakfast club can also support pupils' wellbeing, readiness to learn, punctuality and engagement in school. Breakfast club provision supports disadvantaged pupils to arrive at school on time and ready to learn, contributing to improved attendance, punctuality and engagement in learning. Social and emotional learning EEF		- Enhanced social, emotional and physical wellbeing. - Improved concentration, engagement and participation in lessons. - Reduced barriers to learning associated with disadvantage. - Increased opportunities for positive social interaction and relationship building.
Provide financial support to ensure all disadvantaged pupils can access a wide range of enrichment opportunities, including after-school clubs, educational visits, residential camps and wider curriculum experiences, regardless of financial circumstances.	There is evidence that participation in enrichment activities can support the development of non-cognitive skills, such as self-regulation, confidence, motivation and school engagement. These factors are associated with positive educational outcomes, improved wellbeing and higher levels of attainment. Access to enrichment opportunities can also help broaden pupils' experiences, raise aspirations and increase cultural capital, particularly for disadvantaged pupils. Removing financial barriers to enrichment ensures that disadvantaged pupils can access the same opportunities as their peers, helping to develop cultural capital, confidence and aspirations alongside academic achievement. Essential life skills EEF	5	- All disadvantaged pupils participate in at least one enrichment opportunity each academic year. - Increased participation of disadvantaged pupils in clubs, educational visits and residential experiences. - Improved confidence, self-esteem and engagement with school. - Enhanced cultural capital and wider life experiences. - Increased aspirations and readiness for future learning. - Improved attendance, relationships and attitudes towards learning.
Continue to implement strategies to strengthen parental engagement, including coffee mornings, work-a-longs, reading cafés and	Parental engagement has a positive impact on pupils' learning, with the EEF reporting an average of +4 months' additional progress. Effective parental engagement can support attendance, behaviour, motivation and learning, helping	1 & 3	- Increased parental engagement in school events and learning activities. - Improved relationships between home and school. - Parents and carers feel more confident in

other opportunities for parents and carers to engage with school life and support their children's learning.	to improve outcomes for disadvantaged pupils. Parental engagement EEF		supporting their children's learning. • Improved attendance, engagement and attitudes to learning among disadvantaged pupils. • Greater consistency between home and school expectations. • Improved attainment and progress for disadvantaged pupils.
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Total budgeted cost: £121,052

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, the performance of disadvantaged pupils was assessed through a combination of national assessments, school-based summative and formative assessments, pupil progress reviews and teacher observations.

There were several positive outcomes.

Attendance among disadvantaged pupils continued to improve during 2025-26, increasing by 2.1 percentage points from 90.1% to 92.2%. This reflects the positive impact of targeted support, strengthened attendance procedures and ongoing engagement with parents and carers. Although a gap remains between disadvantaged and non-disadvantaged pupils, attendance has moved closer to that of their peers. However, persistent absence among disadvantaged pupils stood at 26% and will remain a key priority moving forward.

The school continued to prioritise effective communication and engagement with parents and carers. Strong relationships with families supported improvements in attendance, wellbeing and engagement with learning for many disadvantaged pupils. Developing these partnerships further will remain an important aspect of the school's work to improve outcomes for disadvantaged pupils.

In the **Multiplication Tables Check**, disadvantaged pupils achieved an average score of 21.0, which was above the national average for disadvantaged pupils of 19.3 and close to the average score of non-disadvantaged pupils within the school (23.6). This suggests that targeted support in mathematics has had a positive impact on pupils' mathematical fluency and recall.

In **phonics**, 46% of disadvantaged pupils met the expected standard in the Year 1 Phonics Screening Check, compared with 67% nationally for disadvantaged pupils and 89% of non-disadvantaged pupils within the school. This highlights the need to continue prioritising early reading and language development for disadvantaged pupils.

In **Reception**, 60% of disadvantaged pupils achieved the Communication and Language Early Learning Goal (ELG), compared with 75% of non-disadvantaged pupils. Although many disadvantaged pupils achieved this important milestone, a gap remains between disadvantaged and non-disadvantaged pupils. Developing children's vocabulary, communication and language skills from an early age will therefore continue to be a priority to support future success in reading and across the curriculum.

Despite some areas of success, an attainment gap remains at the end of Key Stage 2. In 2025-26, 54% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined, compared with 68% of non-disadvantaged pupils. Although the gap is narrower than in previous years, disadvantaged pupils remain less likely to achieve age-related

expectations across the core curriculum. Raising attainment outcomes will therefore continue to be a central focus of the strategy.

Several wider factors continue to affect outcomes for disadvantaged pupils:

- **Behaviour:** Most disadvantaged pupils engage positively with school routines and expectations. However, suspension data indicates that some disadvantaged pupils continue to require additional support to overcome barriers to learning and self-regulation. In 2025-26, the suspension rate for disadvantaged pupils was 3.8%, compared with 0.8% for non-disadvantaged pupils. The school has implemented a range of pastoral and behavioural support strategies which have helped many pupils remain engaged in learning, but reducing suspensions and improving self-regulation will continue to be a priority.
- **Social, Emotional and Mental Health:** Several disadvantaged pupils continue to require additional pastoral and emotional support. Targeted interventions have supported pupils' wellbeing and engagement; however, ensuring that pupils are emotionally ready to learn remains a key focus.
- **Enrichment and Wider Opportunities:** Funding has enabled disadvantaged pupils to access a range of educational visits, clubs and enrichment activities. Pupil voice indicates that these opportunities have had a positive impact on confidence, engagement and aspirations. Ensuring equitable access to these opportunities will remain a priority.

The school will continue to focus on improving attendance, reducing persistent absence, strengthening early language and reading development, raising attainment in reading, writing and mathematics, supporting pupils' social and emotional wellbeing, and increasing access to enrichment opportunities to further diminish the difference between disadvantaged pupils and their peers.

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
Unlocking Letters and Sounds	Unlocking Letters and Sounds
White Rose Maths / Oak National Academy	Oak National Academy
Bristol Beacon Music	Bristol Beacon
Discovery RE and Jigsaw PSHE	Jigsaw education
Real PE	Real PE