

Pupil premium strategy statement

Wilkinson Primary School

School overview

Detail	Data
Number of pupils in school	499
Proportion (%) of pupil premium eligible pupils	43.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	H Richards (Head Teacher)
Pupil premium lead	S Buff (SENCo)
Governor / Trustee lead	Julie Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296940
Pupil premium (and recovery 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>	N/a

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry – especially in communication, interaction and language ability
2	Co-morbidity of SEND and PP
3	Poor working memory and difficulties in transferring learning into long term memory
4	Socio Economic Factors Impeding Learning (parental expectations / cultural capital / access to technology etc)
5	Mental Health and Emotional Well-being of both children and their families/ carers
6	Engagement of some vulnerable families in home learning and attendance.

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
Meeting expected standard at end of Key Stages	• Evidence shows that assessments have impact on learning and are formative as well as summative. • Where there is co-occurring SEND with Pupil Premium, children will achieve their personal SEND targets. • Evidence shows that intervention strategies are effective.
Achieve National Average Progress Scores	• Evidence shows that RML assessments have impact on learning and are formative as well as summative. • Evidence shows that intervention strategies are effective.

	The attainment gap between disadvantaged children and their peers will have closed.
Achieve National Attainment Scores in Phonics.	Where there is co-occurring SEND with Pupil Premium, children will achieve their personal SEND targets.
Improved attendance and readiness to learn for disadvantaged children will aid in closing the attainment gap between PP and Non PP children and will support the emotional wellbeing and Personal Development of these pupils.	- Attendance data will show improved attendance for vulnerable groups. - School records will show that the engagement of families with school activities is uniform across different groups of children within the school.
The Cultural Capital of children will be raised, mitigating the barriers that socio-economic factors may have on their life outcomes.	- Through including DSN (Do Something New) in the timetabled curriculum, we are removing the barriers of limiting extra-curricular activities to outside of the school day and afford all children the opportunity to discover unknown talents and hobbies. - Our curriculum offer is progressive and effective, meeting the needs of our children and is mindful of the cultural capital deficit of PP groups. - Where appropriate, opportunities for wider curriculum activities is sought out and targeted at those who will benefit the most.
Children will learn strategies to support their own good mental health and emotional wellbeing. They can use these strategies in their lives beyond the school gates.	- The ASPIRE curriculum is proven to have impacted on the children's knowledge and ability to manage their own mental wellbeing. This will show in the monitoring of this area. - Pastoral records show that vulnerable children have been supported or signposted to outside agency support.

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

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School will work with Local Authority School Improvement Support.	See rational statement below.	1, 2, 4, 6
Subject Leaders will ensure that teaching techniques and new initiatives are disseminated amongst staff and ensure that curriculum content is of high quality and relevance.		
SMT plan strategically for development across the whole school core offer. This is reflected in the School Development Plan. Rigorous Appraisal systems ensure Quality First Teaching standards and include staff training opportunities which are delivered both in house and by outside experts.		
Specialist support will be utilised in this area include staff training and using subject area networks and affiliation to professional organisations e.g. the PSHE Association.		
Subject Leaders provide teachers with subject specific and year group specific outcomes and perform assessment of pupils' progress against these. Staff will receive training in how each subject will be assessed and will be given opportunities for moderation.		

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching staff employed for vulnerable groups. Sept 25 – Additional adult employed to support within EYFS due to high level of need	See rational statement below.	1, 2, 3, 4, 5, 6
Year Group Leaders support teachers in planning and delivering interventions targeted at vulnerable groups of children.		
Rigorous assessment is ongoing.		
Interventions are both data driven and guided by teacher knowledge of the children and their backgrounds.		

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Curriculum is planned to support the cultural capital of all children including those seen as disadvantaged. For instance: Shakespeare fortnight Poetry fortnight Sporting opportunities Choir Kind Edward's maths challenges Visitors to school	See rational statement below.	1, 2, 4, 5, 6
Whole school attendance initiatives e.g. attendance awards stars and golden time. School Shop rewards for best attendance		

Extra half-termly awards given out for full attendance. End of year awards given to selected families for attendance e.g. trip to cinema, photo shoot.		
On site swimming for all pupils ensures life skills learning and engagement in the curriculum across the board.		
Access to Calming Cove and The Cave to improve individual emotional wellbeing.		
Academic success goes hand in hand with emotional wellbeing. One leads to the other. Explicit teaching of this and other meta-cognitive ideas will enhance the children's ability to engage in learning and their understanding of how to protect their own mental well-being. The ASPIRE curriculum, delivered through pauses, stops and ASPIRE throughout forms an umbrella under which both of these aspects school life can be nurtured. Weekly ASPIRE champions support this.		
Parental Engagement has been planned for in each year group and will be monitored by SMT.		
Do Something New delivered in curriculum time to raise cultural capital and teach the children about the importance of time spent in enjoyable leisure activities and in working with their friends.		

Total budgeted cost: £300,000

Rationale

Appendix 1

Rationale Evidence EEF:

1.0:	Collaborative learning Moderate impact for very low cost, based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5
1.1	Digital technology Moderate impact for moderate cost, based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4
1.2	Early years interventions Moderate impact for very high cost, based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5
1.3	Individualised instruction Moderate impact for very low cost, based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3
1.4	Parental engagement Moderate impact for moderate cost, based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3
1.5	Phonics Moderate impact for very low cost, based on very extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4
1.6	Small group tuition Moderate impact for moderate cost, based on limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4

1.7 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support,

1.8 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of

Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4
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• 1.9

High Quality First Teaching is the rationale behind our Pupil Premium Strategy. This is born out of the DFE Teacher Standards:

Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	2024-2025
Meeting expected standard at end of Key Stages	Evidence shows that assessments have impact on learning and are formative as well as summative. 59% of disadvantaged pupils (group of 41) achieved RWM combined in Year 6. 75% achieved the expected standard in writing. 78% achieved the expected standard in reading and 84% achieved the expected standard in maths. These results are above National Average for disadvantaged children. 60% of disadvantaged pupils (group of 20) achieved RWM combined in Year 2. 60% achieved the expected standard in writing. 60% achieved the expected standard in reading and 65% achieved the expected standard in maths. 65% achieved the expected level in phonics in year 1 (group of 26). Disadvantaged attendance was 94.3% which was higher than non-disadvantaged, which was 93.1%
The Cultural Capital of children will be raised, mitigating the barriers that socio-economic factors may have on their life outcomes.	- Through including DSN (Do Something New) in the timetabled curriculum, we are removing the barriers of limiting extra-curricular activities to outside of the school day and afford all children the opportunity to discover unknown talents and hobbies. Some examples are: Dough Disco, Cosmic Yoga, Gardening, First Aid, Sewing, Pointillism, Sign Language, Origami, Archaeology, Cool Kids, Chess, VR Headsets, Photography Science, Calligraphy, Djembe, Archery, Orienteering, Drama, Animation, Bags of Character, Spanish, Calligraphy - Our curriculum offer is progressive and effective, meeting the needs of our children and is mindful of the cultural capital deficit of PP groups. - Where appropriate, opportunities for wider curriculum activities are sought out and targeted at those who will benefit the most.

Children will learn strategies to support their own good mental health and emotional wellbeing. They can use these strategies in their lives beyond the school gates.	- The ASPIRE curriculum is proven to have impacted on the children's knowledge and ability to manage their own mental wellbeing. This will show in the monitoring of this area. The PSHE curriculum is adjusted to meet the current needs of all children. - Pastoral records show that vulnerable children have been supported or signposted to outside agency support. Pastoral Team continues to work with identified children in school Play Therapist comes into school to work with specific children. Educational Psychology Service come into school to work with specific children. A number of children are supported externally by CAMHS and Base 25. Children receive internal interventions within school. These interventions are delivered in the Calming Cove, the school hall and on the playground. These interventions include Lego Therapy, Social Stories, Cool Kids, Attention Autism,
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Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Purple Mash	2Simple
Symphony Maths	Greenfield learning Inc
Clicker	Crick Software
Twinkl	Seaton & Seaton
LBQ	Cann