

Pupil premium strategy statement – South Wilford Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	16.5%
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)	2023/24 2024/25 2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Natalie Aldridge, Headteacher
Pupil premium lead	Ben Precious, Assistant Headteacher
Governor / Trustee lead	Neil Johnson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90, 900
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£ 90,900

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	Our assessments indicate that reading attainment among disadvantaged children is below that of non-disadvantaged children. Academic year 2022-23: PP children: 69% ARE and 24% GD in reading

	Non- PP children 90% ARE and 55% GD Academic year 2023-24: PP children 83% ARE and 32% GD Non- PP children 87% ARE and 45% GD Academic year 2024-25 PP children 82% ARE and 18% GD Non-PP children 86% ARE and 40% GD
2	Our assessments indicate that writing attainment among disadvantaged children is significantly below that of non-disadvantaged children. Academic year 2022-23: PP children: 62% ARE and 24% GD Non- PP children 84% ARE and 39% GD Academic year 2023-24: PP children: 84% ARE and 22% GD Non- PP: 84% ARE and 37% Academic year 2024-25 PP children 76% ARE and 14% GD Non- PP: 86% ARE and 39% GD
3	Our assessments indicate that maths attainment among disadvantaged children is significantly below that of non- disadvantaged children. Academic year 2024-25 PP children: 66% ARE and 18% GD Non-PP children 84% ARE and 34% GD
4	Our attendance data indicates that attendance among disadvantaged children is lower than non-disadvantaged children. In 2022-23, 13 out of 34 Persistent Absentees were Pupil Premium, which is 13/50 PP pupils (26%). In 2023-24, 13 out of 39 Persistent Absentees were Pupil premium children which is 13/45 PP children (29%). In 2024-25, 12 out of 26 Persistent Absentees were Pupil Premium children which is 12/61 PP children (19.6%)
5	Our assessments (including wellbeing and involvement using the Leuven scale), observations and discussions with pupils and families indicate greater wellbeing and emotional issues for our disadvantaged children than for our non-disadvantaged children. In 2022-23, 26% of our PP children were rated as moderate or below in their wellbeing and involvement compared to 13% of non-PP children.

	In 2023-24, 29% of our PP children were rated as moderate or below in their wellbeing and involvement compared to 18% of non- PP children. In 2024-25, 26% of our PP children were rated as just below or below in their wellbeing and involvement compared to 8% of non-PP children.
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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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to remain no more than a 2% difference. The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 10,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of phonics teaching from KS1 into KS2 as part of reading lessons through CPD and resources.	There is extensive evidence that high quality phonics provision improves reading outcomes for all pupils. Phonics EEF (educationendowmentfoundation.org.uk)	1
CPD for staff in developing reading comprehension strategies.	There is strong evidence that shows developing reading comprehension strategies has a high impact on attainment. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Development of reading fluency strategies through CPD.	Scientific research has consistently recognised the critical nature of fluency as a bridge between effortful decoding and comprehension. Why focus on reading fluency? EEF (educationendowmentfoundation.org.uk)	1
Development of 'reading for pleasure' through CPD.	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).	1
Purchase of new books to support reading development and reading for pleasure.	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	1
Development of the 'Daily Dabble' of writing through CPD and purchase of resources to support this.	Research evidence has found that the following approaches are effective in teaching writing in primary and secondary schools (What Works Clearinghouse, 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Graham et al, 2011; Santangelo and Olinghouse, 2009): Teach pupils the writing process;	2

	Teach pupils to write for a variety of purposes; Set specific goals to pupils and foster inquiry skills; Teach pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing; Provide daily time to write; Create an engaged community of writers.	
Purchase and development of a new spelling scheme across school.	Evidence suggests that explicitly teaching spelling rather than testing improves children's ability to spell correctly. To help children spell correctly as they are drafting, it's important that teachers explicitly teach spelling. It is suggested that children be exposed to a balanced approach to instruction which includes teaching: phonology, morphology, orthography and etymology in combination and at the earliest of stages (Young & Ferguson 2021).	2
Development of transcription through CPD.	Evidence suggests that teachers should promote fluent written transcription skills by encouraging extensive and purposeful practice. Literacy KS1 Guidance Report 2020.pdf EEF	2
Development of communication and language approaches through CPD.	Communication and language approaches typically have a very high impact and increase young children's learning by seven months. Communication and language approaches EEF	1, 2
Development of Mathematical strategies in the Nursery setting to build foundational knowledge through CPD.	Developing practitioners understanding of how children learn mathematics is crucial. EEF Maths EY KS1 Guidance Report.pdf	3
Development of effective adaptations for supporting children through CPD.	Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. EEF Blog: ECF – Exploring the Evidence: 'Adaptive Teaching' and... EEF Five a day: supporting high-quality teaching for pupils with... EEF	1, 2, 3
Implementation of Inclusive attendance strategies	The DfE document, 'Improving school attendance: support for schools and local authorities' (2021), recommends for schools to: 'establish and monitor implementation of rewards for attendance and punctuality' and to: 'regularly communicate expectations for attendance and punctuality'. The strategies for attendance include regularly rewarding	4

	attendance but also developing communication to prevent absence and lateness.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery intervention with Reading Recovery teacher	Children aged five and six who had Reading Recovery (RR), a school-based literacy programme for the lowest achieving children, were found 10 years on to be more than twice as likely to achieve five or more good GCSEs including English and mathematics, and less likely to leave school with no qualifications or intensive special needs support, in comparison to those pupils who were not on the programme. (QA Education)	1
TAs use their Reading Recovery training to support PP children who are working below age-related expectations.	Children aged five and six who had Reading Recovery (RR), a school-based literacy programme for the lowest achieving children, were found 10 years on to be more than twice as likely to achieve five or more good GCSEs including English and mathematics, and less likely to leave school with no qualifications or intensive special needs support, in comparison to those pupils who were not on the programme. (QA Education)	1
To increase the 'reading miles' of our children. PP children to read to an adult twice a week	Evidence shows link between children's frequency of reading with an adult and their later cognitive ability and outcomes, regardless of family income (<i>Institute of Education</i>). Increased opportunities to read and a greater level of challenge for more able readers supports accelerated progress (<i>The Reading Framework DfE</i>).	1
Class teachers to share age-related expectations with parents; explaining how their PP child is being supported in school and how parents can help with their learning at home.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests effective parental engagement can lead to learning gains of 3 months a year (EEF)	1, 2, 3
Phonics workshops for parents	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests effective parental engagement can lead to learning gains of 3 months a year (EEF)	1

Training for reading volunteers	Reading volunteers can play an important role in developing less-engaged children's pleasure, assurance and ability as readers. Developing Reading for Pleasure: engaging young readers: Session 6: 5 OpenLearn - Open University	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Soft start' before-school provision with breakfast to improve attendance	Evidence shows that loss of time in school has a detrimental impact on learning and the child's sense of belonging to the school. This impacts relationships with staff and peers. (DfE) There is a link between absence and attainment. As levels of pupil absences increase, the proportion of pupils reaching the expected levels of attainment at Key Stage 2 decrease. Pupils from low-income households see a larger negative effect from each day of absence. (DfE)	3
Attendance celebrated in whole school assembly-class award		3
Regular tracking of PP attendance. Attendance letters sent out and meetings with parents arranged where necessary		3
Teachers given responsibility for engaging children and parents in their class on attendance and the importance of being in school		3
Identify reason(s) why persistent absentee PP children are not attending school on an individual basis and work with the child/ family to overcome these barriers		3
Funding for transport for PP children in getting to school when there is a barrier		3
Nurture LSA to engage with families of persistent absentee PP children, where appropriate, to build positive relationships between them and school	The impact of parental engagement is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment (EEF).	3, 4

and encourage attendance.		
Access to Nurture/ ELSA support with LSA for PP children where necessary.	Nurture groups use 10 out of the EEFs 14 effective evidence-base components to improve the attainment of disadvantaged pupils as part of their provision: (EEF / Nurture UK)	4
Funded access to enrichment clubs	The impact of arts participation on academic learning appears to be positive but moderate (an extra three months progress). There is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF) Children enrolled in sports clubs had higher physical and psychological well-being, experienced more peer and social support, and had a more positive perception of the school environment (Madsen & Larsen 2020)	3, 4
Class teachers identify PP children who have a passion/interest/talent for different leadership roles in school (e.g. Digital Lead, pupil curriculum council, or Resilience Leader)	Leadership instils confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. Leadership gives children many opportunities to develop responsibility.	3, 4
Give PP children priority booking and pay for musical instrument tuition sessions	Benefits of learning a musical instrument to the child include increased levels of creativity, self-expression, enjoyment, wellbeing, perseverance and concentration, as well as cultural development and enhanced brain function (<i>Peterson Family Foundation</i>).	4
Funding to support school trips and residential	Studies have shown the significant benefits that residential trips have for young people, including wellbeing, confidence, self-belief and peer to peer and student to teacher relationships (University of Cumbria)	4
Forest school sessions	Adults reported significant positive impacts within their groups behaviour in areas including: Increased physical activity, increased engagement, increased confidence, increased problem solving and teamwork skills (Derbyshire Environmental Studies Service 2019)	4
Purchase of uniform for new children who are PP	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms (EEF)	3, 4
Payment for revision guides for PP year 6 children	Pupils from lower socioeconomic households are less likely to be able to afford the cost of revision guides.	1, 2

Payment for Leavers hoodies for PP children	Pupils from lower socioeconomic households are less likely to be able to afford the cost of a Leavers hoodie.	3, 4
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Total budgeted cost: £ 90,900

Part B: Review of the previous academic year

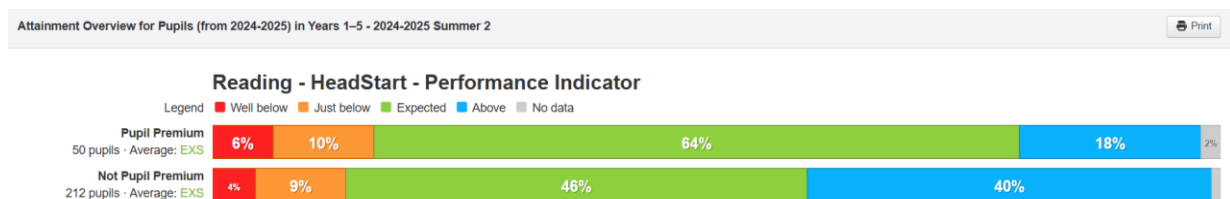
Outcomes for disadvantaged pupils

Challenge 1: Reading attainment

Intended outcome: Improved reading attainment among disadvantaged pupils.

Success criteria: KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.

2024-25 data outcomes:

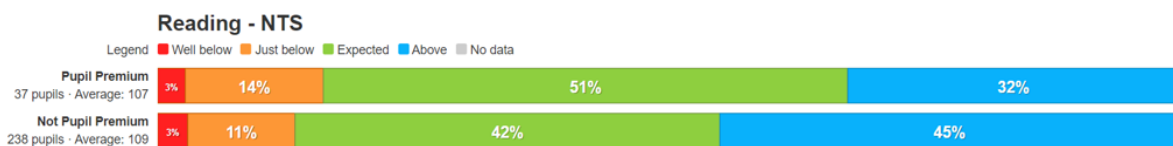


PP children's attainment has fallen from 83% ARE to 82% ARE.

PP children's attainment in reading has fallen from 32% GD to 18% GD.

Next Steps: Continue with the reading strategies that we have in place as they are having a positive effect on outcomes for our PP children over the last few years.

2023-24 data outcomes:



Academic year 2022-23:

PP children: 69% ARE and 24% GD in reading

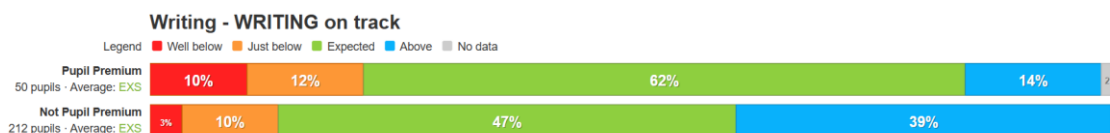
Non- PP children 90% ARE and 55% GD

Challenge 2: Writing attainment

Intended outcome: Improved writing attainment for disadvantaged pupils at the end of KS2.

Success criteria: KSA writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.

2024/5 data outcomes:

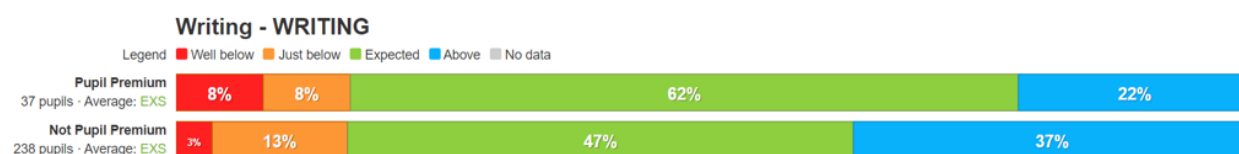


PP children's attainment in writing has fallen from 84% ARE to 76% ARE.

PP children's attainment has fallen from 22% ARE to 14%GD.

Next Steps: CPD of effective transcription strategies to improve the basics of writing, particularly in KS1.

2023-24 data outcomes:



Academic year 2022-23:

PP children: 62% ARE and 24% GD

Non-PP children 84% ARE and 39% GD

Challenge 3: Attendance

Intended outcome: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Success criteria: Sustained high attendance by 2025/26 demonstrated by:

- The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to remain no more than a 2% difference.
- The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Academic year 2024/25:

Unauthorised absence rate for PP children is 3%. Unauthorised absence rate for the school is 1.3%. Unauthorised absence rate for non- PP children is 0.9%.

12/70 PP children were PAs (17%). This has decreased from 29% in 2022-23.

33/380 children in the school were PAs (9.7%).

Next Steps: Investment in 'Inclusive Attendance' CPD and employ the strategies it suggests.

Academic year 2023/24:

Unauthorised absence rate for PP children is 2%. Unauthorised absence rate for the school is 1.3%.

13/45 PP children are Persistent absentees. This is 29% of all PP children.

This has risen from 26% in 2022-23.

10 of our PP children have siblings in school. This has a knock- on effect on their attendance.

Next steps: we will continue to work with children and their parents/carers to identify and remove barriers to attendance and provide strategies to encourage and support our PP children to come to school each day.

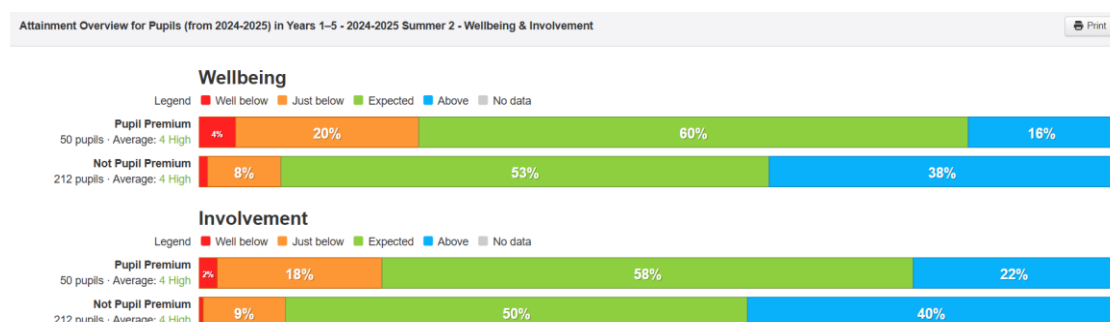
Challenge 4: Wellbeing and Involvement

Intended outcome: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Success criteria: Sustained high levels of wellbeing by 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- a significant reduction in the gap between PP and non-PP children in terms of Involvement
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

2024/5 data outcomes:



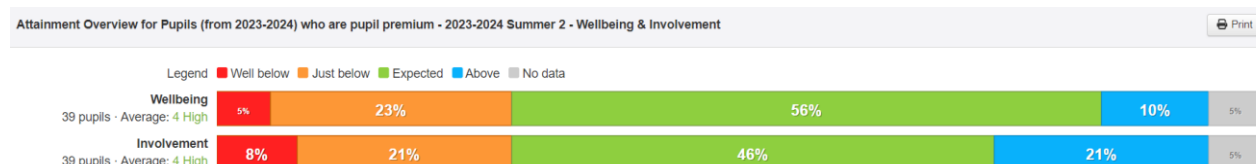
75% of our PP children were involved in enrichment activities.

76% of our PP children score Expected or above in Wellbeing.

80% of our PP children score Expected or above in Involvement.

This is still below non-PP children.

2023-24 outcomes:



70% of our PP children are involved in enrichment activities.

66% of our PP children score high or very high in wellbeing.

83% of our PP children score moderate or above in terms of wellbeing.

67% of our PP children score high or very high in terms of involvement.

88% of our PP children score moderate or above in terms of involvement.

We provide a breakfast club, 'soft start' options, meet and greet, ELSA support through Jackie Wilson, lunchtime clubs, after school clubs. We have nurture time, a mentoring system and offer Forest schools. We also have playground buddies and anti-bullying ambassadors.

Next steps: we will continue to engage our PP children through leadership roles, extra-curricular activities and through our nurture. We will also make enriching the curriculum a priority for teachers to further engage our PP children.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.