

Pupil premium strategy statement – Wessington 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	229
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	3 Year plan 2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Anna Young
Pupil premium lead	Sarah Parker
Governor / Trustee lead	Michael Potter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,760
Total budget for this academic year	£154,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils, regardless of their background and any challenges they face, to make good progress and achieve high attainment. Our pupil premium strategy will support all disadvantaged pupils to meet our goals. This includes our higher attaining pupils making progress across the curriculum. Our strategy includes supporting vulnerable children whether they are disadvantaged or not.

A priority of our strategy is high quality first teaching. Our focus will be on disadvantaged children in order to provide the support they need and closing any gaps between pupils. Quality first teaching will also support our non-disadvantaged pupils. It is our intention, as outlined in the strategy, to maintain progress and attainment for our non-disadvantaged pupils as well as our disadvantaged pupils.

Our approaches complement each other in order to respond to our children's needs and challenges and ensure they make good or better progress in all areas of the curriculum.

Our key principles are:

- To support disadvantaged pupils through high quality first teaching.
- To identify vulnerable pupils quickly and plan support in order to meet their needs.
- To ensure we follow a whole school approach where all staff take responsibility for disadvantaged children's outcomes and attainment.

Challenges

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

Challenge number	Detail of challenge
1	Significant percentage of the population live in some of the most deprived areas in the country. English Indices of Multiple Deprivation decile = 1. Lowest decile. 59% of pupils live in 10% most deprived areas of the UK.

2	Language and Communication skills current data show 25% of N2 pupils are significantly lower than age expectations.
3	High proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unit, prosperity.

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
PP children achieve and attain comparably with non PP children in school at both national expectations and at greater depth expectations.	Termly assessment information and challenge by SLT and governance shows PP children are making accelerated progress and attaining raised outcomes in comparison to National figures.
Data to show PP assessment information is in line and above National figures for all children at the end of each key stage.	
The number of children achieving a Good Level of Development increases, Phonic results at the end of Year 1 continue to show improved outcomes for PP children.	Phonic CPD led by SLT impacts on outcomes. Phonics Check is at least in line with National Average
Results in Key stage 1 and Key Stage 2, show improved rates of progress and higher standards for PP children at the end of all three Key stages.	SIP targets for English and maths are achieved and impact on assessment information shows improved outcomes.
Well-being procedures in school continue to impact on children's mental health to ensure they feel emotionally secure.	Wellbeing team established and impacting on academic outcomes. Barnardos school counsellor continues to address most vulnerable children's needs.

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: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide an experienced intervention Teacher part time Year 6 to enable greater individualised support and differentiation using 1-1 tuition for Reading comprehension, English and Maths to support with the curriculum.	T&L Toolkit evidence – High impact for Moderate cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3

Targeted academic support

Budgeted cost: £68000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller phonics groups to ensure more targeted support	Delivering phonics at the child's level has shown high impact. All staff trained and new staff access full 2 days course to ensure consistency of delivery.	1, 2, 3
1-1 phonics support	Focussed phonics on a 1-1 basis for those children that are struggling despite the targeted small group. To ensure children are carefully monitored to ensure that phonics programmes are responsive and provide extra support where necessary.	1, 2, 3
Reading support all children in lowest 20%	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing	1,2,3

	questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves Reading Plus for all Key Stage 2 children	
Maths support for all Key stage 2 children	Dreambox Maths programme to be delivered to all children to support in fluency.	1,2,3

Wider strategies

Budgeted cost: £73,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Most emotionally vulnerable children in school have access to therapeutic counselling to support them to access the curriculum and have strategies to deal with their barriers to learning. Support families of these children to feel confident to support their children. Support families of these children to feel confident to support their children.	Tenth year of a counsellor working in school. Impact reports have shown positive impact on children's emotional well-being and academic performance from before entering the service. Being able to access the service in-house means children are not waiting for support and early intervention is possible. T&L Toolkit evidence – Moderate Impact (EEF)	
Vulnerable children in school get the appropriate emotional support to access the curriculum fully and develop confidence and self-esteem	Established invaluable support to children, assessments show continued improvement in academic and well-being achievement. T&L Toolkit evidence – Moderate Impact (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning	
Enhance the engagement of	Due to the lack of Early Help services across the city an increase in vulnerable families continues to be seen	

families. Support vulnerable families to better support their children, therefore enhancing children's life chances	<p>seen with SLT dealing with a lot of families needing basic parenting advice and emotional support. Parents trust school and in discussion with governors felt it is important to support the whole family to enable this to impact on the emotional stability for the individual child. Family support led by SLT.</p> <p>T&L Toolkit evidence – Moderate Impact (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
Children from years 1 to 6 exploring their musical intelligence	<p>High impact in previous years with children highly engaged and making very good progress.</p> <p>T&L Toolkit evidence – Moderate Impact (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
All children are able to access Educational Visits/Visitors to enrich the curriculum and support their learning and understanding in specific topic work	<p>The life experiences these visits/trips give our disadvantaged children supports them to develop a greater understanding of their world outside of Washington and provides them with the stimulus to enrich their language and imagination.</p> <p>In addition, outdoor activities provide the team work and resilience skills our children need leaving lastly positive memories.</p> <p>A group of staff have undertaken MIDAS minibus training in order to have wider access to opportunities outside of school. The aim is for easier access to transport in addition to better availability and reduced costs.</p> <p>T&L Toolkit evidence – Moderate Impact (EEF)</p>	
All children are able to access a range of technology to enhance the curriculum and support their learning	<p>Many of our disadvantaged pupils do not have access at home to technology for educational purposes. Technology is used in school to access specific learning programmes which have impacted positively upon provision and attainment</p> <p>T&L Toolkit evidence – Moderate Impact (EEF)</p>	
Early Help support	<p>Early Help offers advice, support and direct interventions at the earliest point of identified need. The aims of Early Help are to support families to support themselves, to prevent problems escalating and to reduce the numbers needing statutory interventions. 5 afternoons per week Early Help support by trained member of school staff.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supportingparents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1635355222</p>	

Total budgeted cost: £ 154,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS - Good Level of Development (GLD)

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

Disadvantaged	63%
Other	58%

Y1 phonics screening check- percentage the meeting expected standard

Disadvantaged	75%
Other	78%

KS2 SATs - Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>GPS</u>
<u>Disadvantaged</u>	38.5%	15.4%	15.4%	30%
<u>Other</u>	52.9%	52.9%	76.5%	58.8%
<u>National disadvantaged</u>				

Year 4 MTC - Average Score (out of 25)

Average score - disadvantaged	22.5
Average score - Other	23.3
% of disadvantaged achieving full marks	68.4%
National % achieving full marks	29%

* Pupils only included in average score if they have a test outcome

Year 6 additional teacher

An experienced additional teacher was assigned to Y6 for English and maths interventions. The cohort was halfway through Y2 when school closures and lockdowns subsequently happened which continued to impact on their education. There is no Year 2 data therefore no progress score for this cohort.

Additional Y6 teaching assistant

Due to the complex needs of some children in year 6, an additional support assistant was assigned to lead intervention groups. Sessions were carefully planned according to individual requirements in order to maximise learning. Sessions were based using a nurturing ethos which supported pupils in their personal growth.

Additional Year 1 / Year 2

An experienced additional teacher was allocated to support Y1/Y2 small, targeted groups of children with English, phonics and maths support.

Barnardo's In- School Counselling

Barnardo's 1-1 counselling has been invaluable in supporting vulnerable children within the school and the positive impact continues to be seen. Children are eager and happy to attend and all report a good relationship with the counsellor. Pupils are targeted quickly due to in house support being provided when needed.

Attendance

Attendance figures show for the 2023-2024 period 90.99% for PP pupils compared with 93.23% non PP. Families have continued to be supported by the school administrator, head teacher and Early Help Officer.

Music lessons

Pupils have enjoyed music sessions with a specialist teacher. Lessons were effectively adapted to provide engaging, informative learning for all pupils.

Use of Technology

Pupils have successfully accessed iPads throughout the year. A focus on multiplication in maths and reading skills in English has supported the children's skills and knowledge. Children report enjoying using the iPads and observations have concluded an increasing proficiency in using technology to support learning.

Early Help Officer

Early help and early intervention are forms of support aimed at improving outcomes for children or preventing escalating need or risk. An Early Help Officer employed in school one day a week has enabled faster support where needed and helped to build up positive relationships between families and school including developing an increasing sense of trust.

Externally provided programmes

Programme	Provider
Rollama	
Reading Plus	DreamBox Learning
Times Table Rock Stars	Maths Circle Ltd