

# Pupil premium strategy statement – Wadsworth Fields Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	281 (inc F1)
Proportion (%) of pupil premium eligible pupils	23.13% (inc F1)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lynn Corner Brown Head Teacher
Pupil premium leads	R Noyes/ A Traylor
Governor / Trustee lead	L Sanders A Malysz

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,780.69
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>	n/a
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£91,780.69

# 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 well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils at Wadsworth Fields Primary School to achieve that goal, including progress for those who are already high attainers.

We are aware of the wide range of challenges faced by vulnerable pupils, considering both their experience of life at home and at school. Our priorities are intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach across school for all pupils across school. We aim to give particular focus and additional support to disadvantaged pupils. This can be from additional classroom support, detailed teacher feedback and next steps, intervention or ongoing encouragement during tasks. High quality teaching 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 strategy is also integral to wider school plans for continuing to improve whole school writing, again including attainment at Greater Depth in both English and maths. We will also focus on well-being, behaviour, memory, retrieval and attention skills. Some families across school continue to need support to improve attendance. Several of these families are still being impacted by changes in attitude to school attendance since the Covid pandemic, a pattern which has also been reported nationally.

Our approach will be responsive both to the common challenges and individual needs, based on teacher assessments and observations, not general assumptions about the impact of disadvantage. We will -

- ensure all pupils including 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	Poorer basic literacy and numeracy skills make it harder for children to access later learning, as outlined in Stronger Foundations and the new focus on oracy. Monitoring of organisers, reading challenge and maths fluency challenges indicate that disadvantaged groups are more likely to show poorer skills in these areas. Monitoring will allow intervention to be focussed to need and ensure effectiveness.
2	Phonic screening results show that PP children have achieved less well than their non PP peers (36% / 91%) further compounding issues with decoding and spelling. This remains a focus with a new Year 1 PP cohort who did not all meet ELG. Use of a new phonics scheme, work with the English Hub and new reading books will make this a continued focus for 2025/2026
3	Evidence suggests that children who spend less time reading are also likely to have lower literacy/ writing skills. Teacher assessment has observed that disadvantaged children tend to have a less varied vocabulary than their peers and achieve less well in writing. This has again been observed in baseline assessments in FS, with poorer communication and language scores on entry in 2024.
4	Both internal and external data shows that disadvantaged children are less likely to reach ARE in maths. Disadvantaged children tend to have less opportunity to practise at home for a variety of reasons, leading to poorer number fluency, leading to slower processing and accuracy. Internal data shows that the current year 6 cohort will need support with maths and so this will continue to be a focus.
5	Disadvantaged children are more likely to have factors affecting their social and emotional well-being. This can affect their behaviour and further impact their academic progress. This has been observed in the FS1 on entry data, with a decline in PSHE and C&L scores over the last three years. It is also evident in analysis of the whole school behaviour log.
6	Data indicates that attendance for disadvantaged children tends to be lower than their peers - supported by attendance overview (2024-2025). Attendance continues to be monitored by an attendance officer and pupils categorised as persistent absentees have a personalised programme run by the Head teacher, following training for the HT and AO. Some children continue to be a concern, as their poor attendance is linked to MH difficulties.
7	Families who are disadvantaged tend to have a lower income and this can limit wider opportunities for children. They may be less likely to take part in extra-curricular activities or find it difficult to provide correct uniform/equipment for school.

## 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 attainment in reading	Percentage of PP pupils at EXS+ has risen from 49% in July 25 to 60% in July 26. 50% of Yr1 PP pupils pass phonics screen (4 pupils). 72% of Yr2 PP have met phonics screen by end of KS1 (11 pupils)
Strong progress in reading closes attainment gaps	100% of pupils will have kept their previous end of Key Stage judgement. 20% of pupils will have lifted up a judgement against their previous end of Key Stage judgement. ( <i>R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6</i> )
Improved attainment in writing	Percentage of PP pupils at EXS+ has risen from 52% in July 25 to 60% in July 26.
Strong progress in writing closes attainment gaps	100% of pupils will have kept their previous end of Key Stage judgement. 20% of pupils will have lifted up a judgement against their previous end of Key Stage judgement. ( <i>R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6</i> )
Improved attainment in maths	Percentage of PP pupils at EXS+ has risen from 52% in July 25 to 60% in July 26. Yr4 PP pupils taking MTC check will have attained 20+ on average
Strong progress in maths closes attainment gaps	100% of pupils will have kept their previous end of Key Stage judgement. 20% of pupils will have lifted up a judgement against their previous end of Key Stage judgement. ( <i>R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6</i> )
Improved attendance	PP pupils attendance at end of 25/26 is at least 93.8% (above 92.8% in 24/25) Less than 15% of PP pupils are persistently absent (less than the 18% in 24/25)
Increased vocabulary and improved oracy skills/ Communication and Language 1,2,3	PP children in KS2 will access vocabulary through C Such focus reading time. This will be daily with inference developed. These will be included in their writing. PP children in KS1 will include words taught in class in their spoken language and their writing – supported by literacy tree planning. In both KS1 and KS2 assessments will show improvement in skills.

	<p>PP children in FS will have a range of words to choose when describing what they have done – focus on oracy and high quality interactions during the day.</p> <p>Children will have access to a well matched phonics book enabling them to practise and embed the code they have learned at school.</p>
Emotional health and well-being of pupils is supported 5,6	<p>Fewer behaviour incidents recorded involving PP pupils. Low level disruption minimised and increased engagement as children are able to focus on school with better mental well being. Children will have an emotional tool kit they can draw upon when anxious and know who can help them in school. ELSA will continue with new behaviour logging.</p> <p>Less than 10% of PP pupils will have been placed at stage 1 of behaviour system and less than 4% at stage 2.</p> <p>Where a child is placed there are fewer placements post personalised support.</p>
Pupils have greater access to wider opportunities which enhance the curriculum. 6,7	<p>Disadvantaged children are provided with funded and non-funded opportunities to enhance their learning and build cultural capital, including access to wrap around care and after school clubs including music lessons and musical instruments.</p> <p>100% of PP pupils will have access extra-curricular activities (clubs, trips, sporting activities)</p>

## 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: £19,420.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Based CPD on Reading for KS2 staff	Staff will have a well evidenced programme to run which will enable them to support children with both the development of fluency and comprehension. Includes release time for staff to access training.	1, 3
School based CPD on phonics for FS and KS1 and KS2 intervention	Staff will have a well evidenced programme to run which will enable phonics to be taught in a systematic way with matching reading	1, 2, 3

	material. Includes release time for staff to access training.	
CPD for MDSA reading	Support which is well matched to need is more effective and better use of funds. (see point above)	1,2, 3
Maths CPD for KS1&2 staff Fund staff release time	Maths subject leaders to work with EQT school development team to continue to develop maths planning so that there is a better match between ability and activity during maths lessons. Includes episodic model teaching, counting stick use and careful crafting of questions in lessons.	4
Staff development focus on precise learning, lesson engagement Fund staff release time	Lesson engagement and opportunities to embed, recap and review is a well evidenced strategy for increasing learning and remembering. (EEF) PDP sessions to be attended and fed back to all staff	1,2,3,4
Staff development on literacy tree planning. Release time for staff to attend training with EQT	As a school focus writing training with EQT will sit alongside a change in English planning resources. Staff will attend training, cascade throughout school and take part in learning walks.	1,2,3
Speech and language support from school language lead (supported from EQT)	Research shows 79% people in prison have speech and language problems. Improved communication skills allows children to form better social relationships and access the curriculum successfully.	5,6
Purchase of standardised assessments with training for staff to administer correctly	Standardised assessments can support a thorough understanding of learning needs and gaps. Consistency between year groups supports a smooth transition in learning throughout school.	3,4
Purchase of new phonics resources, work books and reading books.	Phonics approaches have a strong evidence based that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (EEF)	2
Purchase of consistent resources to embed learning across school (eg learning/teaching images)	Evidence supports the use of consistent resources and images throughout school. Cognitive demand is reduced when children encounter images and resources repeatedly allowing learning to be embedded and remembered. For example use of widgeits in curriculum resources.	1,2,3,4

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

Budgeted cost: £15,589.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching/ intervention sessions for reading and maths and establishing early learning behaviours	Tuition targeted at specific gaps and needs (including pre teaching, review of previous learning and additional practice) has been shown to be successful in reducing gaps in attainment.	1,3,4
Additional targeted support in phonics	Additional phonics sessions in place for lowest 20% in year 1 and year 2 to ensure rapid catch up.	2
Teacher led focussed intervention	Small group teacher led intervention focussing on specific gaps/ needs observed in class. Allows children more focussed teacher time and additional support to embed skills.	1,2,3,4
Better Reading Scheme and phonics intervention	Well evidenced scheme- successful in reducing gaps. Short focussed intervention run several times a week.	1,2,3
MDSA reading support	Evidence supports link between time spent engaged in reading activities and increasing skills. Focus will be on using a correctly matched phonic book or developing blending skills.	1,2
Speech and language lead sessions.	Staff member to liaise with EQT and manage referrals. Time will be given to sessions with children who have met the referral criteria. Activities will be shared and planned by S and L lead at EQT.	1, 2, 3
Additional adult support in class	Targeted support and scaffolding of tasks has been shown to be a successful way to move on learning. Pre and post teaching also support learning.	1,2,3,4
Development and management of number fluency. Additional support available for disadvantaged groups.	Fluent recall of number facts is shown (NCETM) to support children's ability to reason and problem solve by reducing the cognitive load. Introduction of school wide incentive award.	4

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

Budgeted cost: £56,771.27



Activity	Evidence that supports this approach	Challenge number(s) addressed
Well being support groups	Children feel valued and supported and given a set of tools to enable them to manage stressful situations independently.	5,7
CASY counselling funded by school	Children are given professional support with anxiety and mental health. Evidenced as a successful support facility.	5
Mental Health support Team –	Support from MHST – sessions with groups, parents, individuals and staff	5
Staff member trained in ELSA	Timetabled sessions to work with named children identified as having MH difficulties.	5,6
School funded wraparound care	Maslow hierarchy of needs- children who are well nourished are better able to manage the school day. Attendance also improved as parents able to then have children at school on time.	5,6,7
Provision of uniform	Maslow hierarchy of needs – children are warm and well dressed. Well being also heightened as children feel smart and fit into the standard	5,6,7
Funded lunch and milk made available	Maslow hierarchy of needs met so children are well fed and not hungry	5,6,7
Funded places on trips/ visits and clubs	Children are able to develop their cultural capital which has been evidenced as being an important aspect of learning and development	3,5,7
Partial funding music lessons with external provider	Research (University of Edinburgh) has shown that children learning an instrument in childhood have improved thinking skills in later life.	7
Monitoring of organisers, challenges (reading and maths)	Parents and children are given feedback / encouragement / rewards for reading at home encouraging more engagement with the process	2
Attendance Champion	Monitoring FSM attendance every half term and liaising with HT/SENCO and parents of poor attenders	6
Teaching Assistant support for children with challenging behaviour	Child is able to integrate with other class members and form better social relationships with staff and children in their class	5,6

**Total budgeted cost: £: £91,780.69**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Improvements in reading, writing and maths

Challenge 1, 2, 3, 4, 6 – see below

#### More reading opportunities for disadvantaged children

Challenge 1, 2, 3, 6 – see below

#### Increased vocabulary and improved oracy skills

Challenge 1, 3, 6 – see below

#### Emotional health and well-being of pupils is supported

Challenge 5, 6 – see below

#### Pupils have greater access to wider opportunities to enhance the curriculum

Challenge 6, 7 – see below

### **Challenges 2024-2025**

#### **1. Poorer basic literacy and numeracy skills**

Monitoring of organisers and reading challenge served to promote the value of reading at home. Communication with home through stickers in organisers worked to encourage parents to log more reading at home. Presents from school included reading material, also ensuring that all children had age-appropriate books at home. Monitoring of assessment data and frequency of reading at home was used to plan targeted intervention ensuring that those pupils who needed it most had additional reading time in school. This was managed through reading with midday supervisors, using volunteer reading support and classroom focus reading time. During the year monitoring of number fluency was also continued after successes from the previous year. Communication with home enabled basic number fluency to be increased with children motivated to win and spend blue maths tickets. Tracking of number fluency across school enabled personalised targeted support to be given to children particularly in developing multiplication fluency ready for the Year 4 MTC. These methods will continue to be a focus next year as basic skills are fundamental in other areas.

## 2. Phonics

Rocket phonics continued to be used in FS and KS1. Matching the reading books to the children is now broadly in line with what they are being taught in phonics sessions but Rocket Phonic readers introduce a large amount of phonic code at the same time. Although the scheme has sound planning the link to code introduced in book is more difficult to track and match. Monitoring continued to show the number of children accessing the online books tends to be limited to the same group of children in each class with further promotion struggling to engage a wider user base. RN and AT visited several schools to see if other reading schemes were more in line with phonics taught and more accessible to a wide range of parents. As attainment in Year 1 phonics screening continues to show a gap between PP and non PP phonics will continue to be a focus next year. In September 2025 school will work with English Hub on phonics and introduce a new phonics scheme and new reading books.

## 3. Lower reading and writing attainment

KS1 – end of KS1 optional results showed a gap in attainment between PP children and their non PP peers. This gap was evident in all areas.

2024 end of KS2 results show a gap between PP and non PP although in reading and maths EXS PP children were comparable to national %. The gap is evident as non PP children attained above national levels. This shows that interventions that are put in place are successful as children are showing increase in attainment throughout school. Data shows that this is evident for all children.

Additional reading support continued provided for disadvantaged children and success of this strategy is seen in end of KS2 outcomes. Support spans all year groups and can be accessed according to need at any age (EYFS to Year 6).

All children accessed teaching to develop use of a wide range of vocabulary and to develop oracy. Reading was taught in specific lessons focussing on comprehension. Results in KS2 reading reflect this focus as children are able to achieve well in comparison to LA schools although a small gap remained between PP and non PP children. Focus next year will move to looking at all areas of reading shown in the Scarborough Reading Rope ensuring that children are developed as fluent and confident readers able to engage with and understand the text that they are reading.

Whole school reading support will continue but will move to the Christopher Such approach of fluency and close reading in KS2 matched to the new approach to phonics in FS and KS1

#### 4. Lower attainment in maths

End of KS1 optional data showed a gap in attainment between PP and non PP pupils. The group of PP children who did not reach ARE also included some children with additional learning needs who will continue to receive support in maths.

End of KS2 data showed a similar pattern with a gap remaining between PP and non PP. As mentioned above non PP children achieved at above national levels for EXS whereas PP children showed no difference between national percentages. The pattern was reversed at HS as although a higher % of non PP children achieved higher standard there was a better comparison to national with non PP children.

Staff training during the year focussed on an episodic teaching model and this will continue. This allowed all children to move on in lessons together with no body being left behind. Episodic teaching ensures that children do not develop a learning gap as they may take longer to complete some questions. This was again supported with a focus on number fluency in the four operations allowing children's working memory to focus on higher order thinking, This will continue next year also further developing use of a counting stick across school.

#### 5. More factors affecting social and emotional well being

Work in this area has remained unchanged this year and will continue to be accessed and developed across school. Some pupil premium children accessed CASY counselling, NHS mental health support or their families were able to attend sessions in school. ELSA sessions were accessed by many PP children with individuals reporting how beneficial this was for them. Parents also reported that their children benefited from ELSA and feedback from the sessions then helped parents to continue the strategies used at home.

Success of these interventions is seen at an individual level as needs were varied and any responses bespoke to the situation. Children commented that the sessions they had with external agencies were helpful and gave them strategies to know how to respond in difficult situations or gave them a safe space where they could talk. This helped to promote mental health alongside, and in addition to, class based focussed input and ongoing support from staff.

This will be continued next year as children's and families' mental health continue to be an area of need. This will also be supported by an ELSA appointment.

#### 6. Lower attendance

Measures put in place during the year did work to improve attendance for individuals and disadvantaged groups. Funded wrap around care places were offered to support those struggling to get to school, and this not only helped get children to school on time but also ensured children had access to engaging activities which developed their

cultural capital. Children who did not attend breakfast club had the opportunity of earning rewards and prizes as the necessary motivation to make the morning routine run more smoothly. Other families were supported in different ways, for example: feeding children breakfast in school, sharing strategies for managing morning routines and the school run or promotion of other external support routes. School worked alongside parents to find a method which worked well for their specific family needs. Use of the Attend Strategy by the HT focused on working with parents and pupils to minimise barriers to their attendance. AN attendance officer role was introduced to help track attendance, liaise with parents, send texts, monitor % and be a point of contact. Last year whole school attendance was 95.4% which was above the national average. PP attendance was lower at 92.3% but this is again above the national average. (Non PP attendance 96.2%.)

This will be continued, as it was successful last year, as part of the current plan for PP children.

## 7. Lower income

A proportion of the funding has again been used to provide uniform, food and to support payment for trips ensuring that children accessing pupil premium had their basic needs met. Not only does this support families who are struggling to manage, but also enabled pupil premium children to feel a valued and equal part of the school community, developing good school and home links. Children knew that they were able to access this support and were happy to do so, knowing to ask if they needed something. Several families over the last year have been supported by school purchasing and providing uniform and new school shoes. The support was readily accessed and accepted by both families and individual children, which lead to improved school – family relations and better school attendance. As part of school enrichment activities, PP children continued to be able to access free music tuition for the most of the year. The school music providers have now changed and PP children can now access music tuition at half the cost on non-PP children. The offer of reduced price music tuition will be continued next year as part of the current strategy plan.

## 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