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	254 (inc F1)
Proportion (%) of pupil premium eligible pupils	28.7% (inc F1)
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)**	2024/2025 to 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£99,865.55
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	n/a
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£99,865.55

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 and we strive to remove any barriers which are making school attendance more difficult.

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 disadvantages. 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	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged children from F1 to Year 6.
2	Phonic screening results show that PP children have achieved less well than their non-PP peers (50% / 92.6%) further compounding issues with decoding and spelling.
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 PP children are achieving less well than their non-PP peers.
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 (2025-2026). 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+ is increased from 53.6% July 25 to 60% July 26 66% of Yr1 PP pupils pass phonics screen (8 pupils). 80% of Yr2 PP have met phonics screen by end of KS1 (5 pupils 1 pupil with SEN)
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. *(R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6)*
Improved attainment in writing	Percentage of PP pupils at EXS+ has risen from 53.6% 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. *(R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6)*
Improved attainment in maths	Percentage of PP pupils at EXS+ has risen from 51.8% 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. *(R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6)*
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	NELI – 100% PP children accessing NELO will achieve ELG in communication and language. 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. 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. Children will have access to a well-matched phonics book enabling them to practise and embed the code they have learned at school.
Emotional health and well-being of pupils is supported 5,6	Fewer behaviour incidents recorded involving PP pupils. Low level disruption minimised and increased engagement as children can focus on school with better mental wellbeing. 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. Less than 10% of PP pupils will have been placed at stage 1 of behaviour system and less than 4% at stage 2. Where a child is placed there are fewer placements post personalised support.
Pupils have greater access to wider opportunities which enhance the curriculum. 6,7	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. 100% of PP pupils will have access extra-curricular activities (clubs, trips, sporting activities)

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: £19,522.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Externally run training NELI oracy programme	Staff will have CPD to provide training for NELI intervention. This will include release time for training and timetabled space to run interventions.	

Trust based TDF programme Staff development focus on precise learning, lesson engagement Fund staff release time	Selected staff will attend sessions designed to maximise quality first teaching improving outcomes for all. Lesson engagement and opportunities to embed, recap and review is a well evidenced strategy for increasing learning and remembering. (EEF)	
School based CPD on spelling	New spelling programme to be rolled out across KS2 to teach children strategies needed when spelling statutory words and applying spelling rules. This will include visits to other EQT schools.	
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 material. Includes release time for staff to access training.	1, 2, 3
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 on the fast facts model. Time for a school champion to observe in other Trust schools before bring the practice to Wadsworth.	4
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. Timely referrals made to EQT S and L lead	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 widgits in curriculum resources.	1,2,3,4

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

Budgeted cost: £16,110.50

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: £64,232.72

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: £: **£99,865.55**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	End of 2026 commentary
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)	85.6% PP children reached EXS in EYFS 60% PP children reached EXS+ in KS1 reading assessments. 67% of PP children reached threshold in Year 1. 70% PP children reached threshold in Year 2 IDSR Disadvantaged pupils' attainment at the expected standard in reading is significantly above national averages.
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. *(R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6)*	Groups of children did not stay the same over time ELG (50%) – KS1(60%) 1 child did not maintain. 10% uplifted KS1(66.7%) - KS2 (88.9%) All children maintained KS1 standard 44% uplifted IDSR Disadvantaged pupils demonstrate strong progress and attainment in certain areas. Their progress in reading was above the national average, and significantly above the average of similar schools.
Improved attainment in writing	Percentage of PP pupils at EXS+ has risen from 52% in July 25 to 60% in July 26.	ELG outcomes – 85.7% PP reached expected in writing July 26 Year 6 outcomes – 66.7% PP reached EXS in writing 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. *(R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6)*	Groups of children did not stay the same over time ELG (50%) – KS1(46%) 1 child did not maintain. 10% uplifted KS1(33.3%) - KS2 (66.7%) All children maintained KS1 standard

		22% uplifted
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	ELG outcomes – 85.7% PP reached expected in maths July 26 Year 6 outcomes – 88.9% PP reached EXS in maths July 26 MTC PP pupils scored 22.3 on average IDSR Disadvantaged pupils' attainment at the expected standard in mathematics is significantly above national averages.
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. *(R baseline to ELG, ELG to Yrs1-2, KS1 to Yrs 3-6)*	Groups of children did not stay the same over time ELG (80%) – KS1(46%) 4 children did not maintain. 10% uplifted KS1(66.7%) - KS2 (88.9%) All children maintained KS1 standard 11% uplifted
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)	PP pupils attendance at end of 25/26 is 93.5% (so above 92.8% in 24/25) 22% of PP pupils are persistently absent
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. 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. Children will have access to a well matched phonics book enabling them to practise and embed the code they have learned at school.	QLA of nfer papers showed children had good word knowledge -errors came from answering longer questions with enough detail. EYFS data showed 85.7% PP children reached expected in Speaking showing good levels of oracy. Phonics books are well matched to phonic ability verified by English Hub school support.

Emotional health and well- being of pupils is supported 5,6	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. Less than 10% of PP pupils will have been placed at stage 1 of behaviour system and less than 4% at stage 2. Where a child is placed there are fewer placements post personalised support.	ELSA continues to be successful in supporting pupils with strategies to improve their mental health. General behaviour incidents across school were low. 1 PP child has received additional external support with behaviour. 14% of PP pupils were placed on stage 1 of the behaviour system but 8% of these were a single isolated incident – 6% PP pupils were logged on the system more than once. 1% PP pupils reached stage 2 on the behaviour log.
Pupils have greater access to wider opportunities which enhance the curriculum. 6,7	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. 100% of PP pupils will have access extra-curricular activities (clubs, trips, sporting activities)	PP children accessed part funded guitar lessons during the year. PP children were also supported to attend trips and were prioritised in wider curriculum opportunities.