



Wildridings Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wildridings Primary School
Number of pupils in school	395 (431 inc Nursery)
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2027-2028
Date this statement was published (Presented to Governors Jan 2024)	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Paul Chandler
Pupil premium lead	Mark Dodds
Governor / Trustee lead	Oli Rock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 113,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£119,688



Part A: Pupil premium strategy plan

Statement of intent

At Wildridings Primary School, we are committed to ensuring that all our disadvantaged pupils make excellent progress and are fully prepared for their education and life beyond primary school. We prioritise quality-first teaching, recognising its significant impact on all pupils, particularly those identified as disadvantaged.

Our whole-school initiatives, including oracy, phonics, and curriculum development, are designed to support children in achieving our school development objectives, while also broadening their outlook on life. We are dedicated to providing robust pastoral and mental health support, both within the classroom and through external resources, to ensure that pupils' well-being is a top priority. We understand that children who do not feel safe or happy are less likely to reach their full potential.

Attendance is a key priority, and we use pupil premium funding to monitor, support, and address attendance challenges for individuals within our school community. We recognise the unique barriers faced by disadvantaged pupils and continually adapt our practices, including curriculum design, to address these barriers effectively.

To ensure the success of our pupil premium strategy, we make certain that:

- we use evidence-based approaches and measure progress using a variety of methods,
- all staff are familiar with the strategies we implement and take collective responsibility for pupil outcomes,
- all staff maintain high expectations for disadvantaged pupils, fostering an environment of achievement and growth.

At Wildridings, we believe in **nurturing the potential of everyone**, ensuring that all pupils, regardless of their background, can succeed and thrive.

Challenges

These are the main challenges to achievement that we have identified for our disadvantaged pupils.

Challenge number	Detail of challenge
1	PPG pupils have significantly lower attendance than NPPG pupils (2023/24: 91% vs 95%), with 26% of PPG pupils classified as persistently absent compared to 5.4% of NPPG pupils. Additionally, 24 PPG pupils have low attendance.
2	A significant proportion of PPG pupils have SEMH needs compared to their NPPG peers.
3	Some PPG families need more support when engaging with school.



4	PPG pupils have lower attainment than NPPG pupils at both entry and exit points.
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Intended outcomes

These are the outcomes that we aim to achieve **by the end of our current strategy plan**, along with the methods that will be employed to measure their success.

Challenge	Intended outcome	Success criteria
1.	<p>PPG pupils attend school consistently, including participation in extracurricular activities and tutoring sessions.</p> <p>We provide tailored support for parents to enhance both attendance and academic outcomes.</p>	<p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> ● PPG attendance consistently above 95% ● Attendance rates on par with non-PPG pupils ● PPG pupils making expected or accelerated progress, with attendance exceeding 95% ● A reduction in the percentage of persistent absentees over the next three years ● An increase in the percentage of PPG pupils participating in extracurricular clubs ● Greater engagement from parents accessing pastoral support and attending school-led workshops and events
2.	<p>Improved learning behaviours, well-being, and curriculum engagement observed throughout the school.</p>	<p>Sustained high levels of well-being from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> ● Boxall assessments showing improvements from September to July across strands A-H ● Boxall assessments providing a benchmark for measuring the impact of well-being interventions ● Data collected from pupil surveys to inform progress ● An increase in the percentage of PPG pupils attending extracurricular clubs ● Social and emotional learning targeted and personalized based on gathered data ● Improvements in attendance and academic outcomes over the next three years

		<ul style="list-style-type: none"> Enhanced performance in wider curriculum outcomes
3.	Prioritize and strengthen parental engagement and relationships.	<p>Sustained improvements in parental engagement will be demonstrated by:</p> <ul style="list-style-type: none"> Teachers actively supporting targeted families and building strong relationships with PPG families Enhanced FSA support to specifically target and strengthen relationships with PPG families, identifying their needs and providing tailored support
4.	Learning needs of KS2 pupils will be identified and addressed to close attainment gaps through targeted pre/post-teach sessions and in-class support.	<p>Expected or above expected progress in Reading, Writing, and Maths for all PPG children will be achieved through:</p> <ul style="list-style-type: none"> A particular focus on writing, with targeted interventions such as handwriting (Kinetic Letters) and Phonics support. Focused support for editing and review (including conferencing), alongside Oracy support in the classroom with targeted questions and feedback for identified children. The use of bespoke success criteria to guide children in their writing development. Marking and feedback that clearly support and drive progress.
4.	Reading and phonics will be prioritised in KS1 to ensure PPG pupils achieve strong outcomes, providing a solid foundation for success in KS2.	<p>Expected or above expected progress in Reading for all PPG children will be achieved through the following:</p> <ul style="list-style-type: none"> Phonics results for PPG pupils will align with national averages, narrowing or eliminating the gap between PPG and non-PPG pupils. Year 1 and 2 PPG pupils will make accelerated progress in Reading, with expected progress rates of +0.1/+0.2. Continued improvements in phonics teaching and learning over the next three years will drive overall reading progress across the school. Phonics and reading instruction will be consistently strong in all year groups, as evidenced by lesson drop-ins, pupil outcomes, and



		data analysis. The English/Phonics lead will support all teachers to ensure the delivery of high-quality provision.
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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: £33,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy and Voice 21 will be fully integrated and consolidated for staff as part of ongoing curriculum development.</p>	<p>The impact of Oracy strategies will be evident through pupil voice and adult interactions, with Oracy also supporting the development of writing. Research from EEF supports the effectiveness of Oracy strategies and oral interventions, which show an average impact of +6 months. Since the implementation of Oracy Voice 21, PPG progress across the school has been positive.</p> <p><i>*Oracy Voice 21 strategies will be further enhanced upon the return of the Deputy Headteacher in January.</i></p>	4
<p>Sounds Write phonics training will be provided for all KS1 and KS2 staff, as well as any new staff members.</p> <p>Master Reader training will be delivered to all staff to enhance reading instruction across the school.</p>	<p>In 2024, 60% of PPG pupils passed the phonics screening, compared to 73% of all pupils.</p> <p>Additionally, 80% of PPG pupils in Year 1 made expected or above expected progress in Reading; 93% in Year 2; 100% in Year 3; 90% in Year 4 (with 40% making accelerated progress); 100% in Year 5; and 94% in Year 6.</p> <p>Sounds-Write training will continue to support the improvement of phonics outcomes across the school.</p>	4



Pre/Post teaching will be prioritised across all year groups, with additional support from a specialist maths teacher to enhance learning outcomes.	Progress for PPG pupils in Reading and Maths will fall within the confidence interval range of 0.0 to +0.5, demonstrating measurable growth and improvement.	4
Ongoing monitoring and support will focus on ensuring quality-first teaching, incorporating strategies for metacognition, the application of skills and knowledge, and creating opportunities for effective feedback to enhance pupil learning and progress.	EEF research supports the use of metacognition strategies for PPG pupils, showing an impact of +7 months on progress. Continuous Provision was further embedded in Year 1 and 2 during the last academic year, leading to PPG pupils in these year groups making expected progress in Reading and Maths (with a confidence interval of 0.0 to +0.2). PPG pupils in KS2 also made expected progress in Reading and Maths, with progress falling within a confidence interval of 0.0 to +0.5.	4
Additional adults in EYFS to support individual pupils. Staff benefited from Early Excellence training to enhance their practice and the overall learning experience for pupils.	Additional adults in EYFS allow staff to focus on small group support in phonics and with speaking and self-regulation. This has worked well in previous years. Continuous Provision was further embedded in Year 1 and 2 during the last academic year, leading to PPG pupils in these year groups making expected progress in Reading and Maths (within a confidence interval of 0.0 to +0.2).	2, 4

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

Budgeted cost: £5,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
A specialist Maths teacher will provide targeted support for pupils in Years 5 and 6, enhancing their mathematical skills and	In 2024, 71% of PPG pupils in Year 6 reached the expected standard, demonstrating excellent in-year progress. This includes 100% of pupils making expected progress, with 24% achieving	4



helping to accelerate progress.	accelerated progress. Overall, PPG pupils made a progress score of +0.2.	
Booster groups and 1:1 tutoring will be implemented to provide targeted support, helping pupils to catch up, reinforce learning, and accelerate progress in key areas.	1:1 tuition is supported by EEF research, demonstrating an impact of +5 months on pupil progress. Existing school staff will carry out the tutoring, as they have a strong understanding of the children and any barriers to their learning.	4

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

Budgeted cost: £81,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Educational Welfare Officer and WPA will collaborate with the school to improve PPG attendance, providing targeted support to address barriers and encourage consistent attendance.	<p>There have been improvements in PPG attendance within the school:</p> <ul style="list-style-type: none"> • PPG attendance during 2022-2024 was 91%, while PPG attendance for 2024-25 is currently 92.5%. • Regular meetings are held with parents, and home visits are conducted to support attendance. • A personalized approach is taken to help parents find the best ways to support their child's attendance. • PPG progress data for 2023-24 is strong, reflecting the positive impact of these efforts. 	1, 3, 4
The Teachers Fund enables teachers to identify and address the specific needs of their pupils, providing targeted resources and support to enhance individual learning outcomes.	Teachers, who have the most direct understanding of their students, are in the best position to identify and address their individual needs. The Teachers Fund has been utilized to ensure all PPG pupils have access to key texts studied in their year group, as well as opportunities to participate in after-school clubs, music lessons, and access the necessary equipment for school.	1, 3, 4
FSA and ELSA support is provided for vulnerable children and families, offering tailored assistance to address emotional, social, and practical needs, ensuring pupils receive the help	The Family Support Team provides vital assistance to families, including arranging school nurse appointments, supporting attendance meetings, and offering a daily 'Meet and Greet' for families. ELSA support is also provided to children, helping them with emotional and social development. Research from EEF supports the impact of	1, 2, 3, 4

they need to thrive both in and out of the classroom.	social and emotional learning, with an average progress of +4 months.	
Nurture Provision offers a supportive and structured environment for children with social, emotional, or behavioural needs, helping them to develop essential skills for learning and building positive relationships. This provision focuses on nurturing pupils' well-being, enabling them to thrive academically and emotionally.	Boxall assessments show that pupils who have accessed Nurture provision demonstrate significant improvements in their learning behaviours, highlighting the positive impact of this support on their overall development.	1, 2, 3, 4
Breakfast Club provides a nutritious start to the day for PPG and vulnerable families, promoting good attendance and ensuring pupils are ready to learn.	Twelve PPG or vulnerable pupils access Breakfast Club regularly, with the service offered to parents as a means of supporting improved attendance and ensuring pupils start the day ready to learn.	1, 2, 3, 4
Play Therapy and Counselling provide emotional support for children, helping them to express and process their feelings in a safe and supportive environment. These services aim to improve well-being, build resilience, and enhance learning by addressing underlying emotional challenges.	Play Therapy is provided to individuals to help them overcome emotional barriers and better access their learning. Additionally, a therapy dog is available in school to offer support to individual pupils, promoting emotional well-being and creating a calming, supportive environment.	1, 2, 4
Outdoor Learning offers pupils hands-on, experiential learning opportunities outside the classroom, promoting physical activity, creativity, and problem-solving skills. It supports the development of social, emotional, and academic skills, fostering teamwork, resilience, and a connection with nature.	Groups of pupils participate in outdoor learning on a weekly basis, which supports both their well-being and learning behaviours. EEF research highlights the positive impact of social and emotional learning, with an average progress of +4 months.	1, 2, 4
The Boxall Online Assessment Tool is used to assess and track the social, emotional, and behavioural development of pupils. It helps identify individual needs, allowing for targeted interventions and support to improve well-being and learning	The whole school is assessed using the Boxall Assessment to ensure that interventions are both targeted and measurable. This approach allows for the identification of individual needs, ensuring that support is tailored effectively to promote positive social, emotional, and academic outcomes.	1, 2



outcomes. The tool provides valuable insights for teachers and support staff to tailor their approach and track progress over time.		
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Total budgeted cost: £ 119,688



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our Pupil Premium activities on pupils during the 2023 to 2024 academic year.

Aim	Outcome
<p>Priority 1: Accelerating progress for PPG pupils in Reading, Writing, and Maths.</p>	<p>In the 2023-24 academic year, PPG pupils made expected or accelerated progress in Reading and Maths across all year groups. Their progress has been in line with that of non-PPG pupils. Pre/Post teaching has been widely implemented to support learning, alongside the use of metacognitive approaches to enhance pupils' understanding and retention of key concepts.</p>
<p>Priority 2: Supporting pupil well-being through targeted interventions, with the aim of ensuring PPG attendance is in line with national averages.</p>	<p>Boxall assessments conducted for all PPG pupils indicate progress through interventions such as Nurture. Interventions were implemented based on data, with tailored support and advice sought for individual pupils.</p> <p>Play therapy and therapy dog sessions continued for identified pupils, often forming part of external support plans. The capacity for ELSA support has been increased, enabling us to target more pupils in need of emotional support.</p> <p>PPG attendance was 91% in 2023-24. Although the FAST programme could not be run due to staffing limitations, family support was provided on a 1:1 basis. The FAST programme is scheduled to be implemented in the current academic year.</p>
<p>Priority 3: Maintain improvements in phonics and early reading, with a strong focus on the development of Oracy and vocabulary across the school.</p>	<p>All PPG pupils in Years 1 and 2 made progress in phonics and are continuing to make strong progress. Additionally, all PPG pupils made expected or better progress in Reading last year.</p> <p>To maintain this progress, all staff across the school have received consistent phonics training. The school has continued to implement the Voice 21 initiatives, with a particular focus on curriculum development in 2023-2024. Curriculum subject leads have prioritized vocabulary and language acquisition, ensuring these elements are central to planning and provision across all subjects.</p>

