



# 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	401
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2027-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Brent Ellis
Pupil premium lead	Anna Cook
Governor / Trustee lead	Andy Davies and Marijke River-Andries

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£124,895

## 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, reading and curriculum development, are designed to support children in achieving our school development objectives, while also broadening their opportunities.

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. Pastoral care is targeted and we prioritise developing strong relationships with pupils and families to ensure wider emotional wellbeing and improved school attendance. We recognise that poor attendance impacts on pupils personal development, their academic achievement and their social inclusion.

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 all pupils, fostering an environment of achievement and growth.

At Wildridings, we believe in **nurturing the potential of everyone**, ensuring that all pupils feel like they belong within our school community and can thrive.

### Challenges

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

Challenge number	Detail of challenge
1	% of PPG pupils with persistent absence is higher than NPPG pupils.
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 can have lower attainment than NPPG pupils at entry point.

## 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 and enrichment activities. As a direct result, PPG pupils are fully included in all aspects of school life and community.</p> <p>We provide tailored support for parents to enhance both attendance and academic outcomes.</p>	<p>Sustained high attendance will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• PPG attendance consistently in line with national expectation.</li> <li>• Attendance rates on par with non-PPG pupils</li> <li>• A reduction in the percentage of persistent absentees over the next three years</li> <li>• An increase in the percentage of PPG pupils participating in enrichment opportunities.</li> <li>• Greater engagement from parents accessing pastoral support and attending school-led workshops and events</li> </ul>
2.	<p>Improved learning behaviours, well-being, and curriculum engagement observed throughout the school.</p>	<p>Sustained high levels of well-being and sense of belonging and inclusion will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Boxall assessments showing improvements from September to July across strands A-H</li> <li>• An increase in the percentage of PPG pupils accessing enrichment opportunities to support their personal development.</li> <li>• Improvements in attendance and academic outcomes over the next three years with accelerated progress in Reading, Writing and Maths.</li> </ul>
3.	<p>Prioritise and strengthen parental engagement and relationships.</p>	<p>Sustained improvements in parental engagement will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Teachers actively supporting targeted families and building strong relationships with PPG families to build inclusion and belonging for PPG pupils and families.</li> <li>• Enhanced FSA support to specifically target and strengthen relationships with PPG and vulnerable families, identifying their needs and providing tailored support.</li> </ul>
4.	<p>Learning needs of KS2 pupils will be identified and addressed through targeted pre/post-teach sessions and quality first teaching.</p>	<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"> <li>• A particular focus on reading and writing, with targeted interventions such as handwriting (Kinetic Letters) and Phonics support.</li> </ul>

		<ul style="list-style-type: none"> <li>• Focused support evaluating learning (including conferencing), alongside Oracy support in the classroom with targeted questions and feedback for identified children.</li> <li>• Oracy to be developed across the curriculum to support inclusion and achievement.</li> <li>• Pre and post teaching to be targeted at pupils and delivered consistently.</li> </ul>
4.	<p>Reading and phonics will be prioritised in KS1 to ensure PPG pupils achieve strong outcomes, providing a solid foundation for success in KS2.</p>	<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"> <li>• Phonics results for PPG pupils will align with national averages, narrowing or eliminating the gap between PPG and non-PPG pupils.</li> <li>• Year 1 and 2 PPG pupils will make accelerated progress in Reading, with expected progress rates of +0.1/+0.2 allowing pupils to make improvements in reading across the whole curriculum.</li> <li>• Continued improvements in phonics teaching and learning over the next three years will drive overall reading progress across the school. Phonics and reading teaching will be consistently strong in all year groups, as evidenced by lesson drop-ins, pupil outcomes, and data analysis.</li> </ul>

## 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: £ 40,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part of the Voice 21 programme for next two years. (2025- 2027) Oracy will be fully integrated and consolidated for staff as part of ongoing curriculum development.	<p>The impact of Oracy strategies will be evident through pupil voice and adult interactions, with Oracy also supporting the development of reading and writing. Research from EEF supports the effectiveness of Oracy strategies and oral interventions, which show an average impact of +6 months.</p> <p>Research from Voice 21 found that 83% of business leaders felt that strong spoken language unlocks more career opportunities. They also found that a third of children feel like they don't belong- a culture of oracy can improve that.</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 teaching across the school.</p>	Sounds-Write training will continue to support the improvement of phonics outcomes across the school. EEF research shows an average impact of +5 months. We recognise that reading is the biggest social justice lever for pupils.	4
Pre/Post teaching will be prioritised across all year groups, with additional support from a specialist maths teacher to enhance learning outcomes.	<p>Interventions needs to be targeted and not remove children from too much classroom learning time.</p> <p>Pre-Post teach allows pupils to develop background knowledge which helps to provide more access to the curriculum. We can't presume background knowledge so we need to empower all pupils by making sure they have the knowledge to be successful- <i>Marc Rowland (2025)</i></p> <p>In Year 6 last year, where these strategies were used, PPG pupils achieved 86% ARE in Reading and 71% ARE in Maths. This was either higher or in line with their NPPG peers.</p>	4
Ongoing monitoring and direct teaching 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.	<p>EEF research supports the use of metacognition strategies for PPG pupils, showing an impact of +8 months on progress.</p> <p>We recognise that quality first teaching is vital for all our pupils.</p>	4

This includes mentoring and coaching for specific teachers.		
Additional adults in EYFS to support individual pupils and promote rich speaking environment where meaningful interactions are happening regularly.	Early Excellence training to support the delivery of continuous provision is ongoing for existing and new members of staff. This approach to the curriculum supports our aims and intent and links closely to our work on Oracy. Staff benefited from Early Excellence training to enhance their practice and the overall learning experience for pupils.	2, 4

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

Budgeted cost: £ 5,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
A specialist Maths teacher will provide targeted support for pupils in Years 6 during the Autumn Term 2025 enhancing their mathematical skills and helping to accelerate progress.	In 2024, 71% of PPG pupils in Year 6 reached the expected standard and in 2025, 71% of PPG pupils reached the expected standard. This support will stop in December 2025 and teachers will focus on quality first teaching and pre and post teach for Maths.	4
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: £ 79,050

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>We recognise that if pupils do not attend regularly then they are at risk of becoming socially and academically isolated.</p> <p>There have been improvements in PPG attendance within the school:</p> <ul style="list-style-type: none"> <li>Regular meetings are held with parents, and home visits are conducted to support attendance.</li> </ul>	1, 3, 4

	<ul style="list-style-type: none"> <li>• A personalised approach is taken to help parents find the best ways to support their child's attendance.</li> <li>• WPA work closely with school to help with our attendance strategy.</li> </ul>	
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 utilised to ensure all PPG pupils have access to curriculum resources for their year group, as well as opportunities to participate in enrichment opportunities such as: music lessons, curriculum visits and sports clubs.	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 they need to thrive both in and out of the classroom.	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 social and emotional learning, with an average progress of +3 months. In 2024-2025 23 families were supported by the FSA team.	1, 2, 3, 4
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 improvements in their learning behaviours, highlighting the positive impact of this support on their overall development.  These improvements are then observed back within their classroom.	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.	12 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

<p>Staff mentoring and supporting PPG pupils identified across the school.</p> <p>Key pupils identified as having poor attendance or who are making less than expected progress to meet weekly with members of SLT to support their feeling of belonging and monitor their development.</p>	<p>This will begin in Autumn Term 2025.</p> <p>EEF research shows +2 months progress for mentoring and +6 months for feedback.</p>	
<p>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.</p>	<p>Groups of pupils participate in outdoor learning on a weekly basis, which supports both their well-being and learning behaviours. EEF research highlights the impact of social and emotional learning, with an average progress of +3 months.</p> <p>This support will re-start in September 2026.</p>	1, 2, 4
<p>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 outcomes. The tool provides valuable insights for teachers and support staff to tailor their approach and track progress over time.</p>	<p>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.</p>	1, 2

**Total budgeted cost: £ 124, 956**

## 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 2024 to 2025 academic year.

Aim	Outcome
<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>PPG attendance for 2024-25 was 92.88%. This has been a rise since 2023-2024 when it was 91.91%. however this is still below the national expectation and although interventions are having a positive impact, there is still a need for attendance to improve for this group of pupils.</p> <p>Persistent absence has dropped from 26.67% for PPG pupils in 2023/24 to 19.05% in 2024/25.</p> <p>WPA supported the school fortnightly, carrying out meetings with parents and conducting home visits. During these meetings barriers to attendance were discussed and targets put in place.</p>
<p>Improved learning behaviours, well-being, and curriculum engagement observed throughout the school.</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>For Nurture pupils in 2024-2025, there were improvements observed in relationships with peers and engagement within class. These improvements were supported by Boxall assessments.</p> <p>Play therapy 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>There were no suspensions in 2024-2025.</p>
<p>Prioritise and strengthen parental engagement and relationships.</p>	<p>In 2024-2025, 23 families were supported by the FSA team which included meetings with parents and providing targeted support. Coffee mornings were run monthly in 2024-2025 but were not always well attended, these will have a specific focus next academic year and external guests such as the Mental Health Support Team.</p> <p>More wider support is needed to support a greater number of families in 2025/2026- this includes supporting families with external agency involvement. More curriculum workshops will be provided so that key learning information is shared more widely. Parent volunteers will be encouraged to work with pupils and support with home learning and 1:1 readers.</p> <p>WPA will continue to support identified families with attendance action plans.</p>

<p>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>	<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>In 2024-2025, 86% of PPG pupils made the expected standard in Reading, out performing non PPG pupils and made accelerated progress. Results for PPG pupils in Writing and Maths were broadly in line with non PPG pupils at the end of KS2.</p>
<p>Reading and phonics will be prioritised in KS1 to ensure PPG pupils achieve strong outcomes, providing a solid foundation for success in KS2.</p>	<p>All PPG pupils in Years 1 and 2 made progress in phonics but less than 50% of PPG passed the phonics screening. This year, PPG pupils are targeted to reach the national expectation.</p> <p>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 and will re-join the programme this academic year. Sounds Write training will continue in 2025/2026 and will continue to support the implementation of phonics across KS1 and KS2.</p>