# Pupil Premium (PP) Strategy Statement – Wellington Primary School

This statement details our school's use of PP funding to help improve the attainment of pupils who qualify for this support. It outlines our PP strategy; how we intend to spend the funding in this academic year; and the outcomes for disadvantaged pupils last academic year.

Throughout this statement, the terms PP and disadvantaged pupils are used interchangeably.

Acronyms used: Deputy Headteacher (DHT), Early Years Foundation Stage (EYFS), Education Endowment Fund (EEF), Expected Standard (EXS), Full Time Equivalent (FTE), Good Level of Development (GLD), Greater Depth Standard (GDS), Higher Level Teaching Assistant (HLTA), Key Stage 1 (KS1), Key Stage 2 (KS2), Office for Standards in Education (OfSTED), Pupil Premium (PP), School Business Manager (SBM), Special Educational Needs and Disabilities Coordinator (SENDCo), Social, Emotional and Mental Health (SEMH), Teaching Assistant (TA).

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 420 (Rec to Y6), 50 place Nursery |
| Proportion (%) of PP eligible pupils | 22% |
| Academic year/years that our current PP strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | December 2024 (2024/2025) – December 2027 (2027/2028)<br>Updated March 2025<br>Updated December 2025<br>*V1 December 2024*<br>*V2 March 2025*<br>*V3 December 2025* |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Mrs Wood, Headteacher |
| PP lead | Mr Sidebottom, Deputy Headteacher |
| Governor / Trustee lead | Full Governing Body |

## Funding overview

| Detail | Amount |
|---|---|
| PP funding allocation this academic year | £179,326 |

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| PP funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £179,326 |

# Part A: PP Strategy Plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make progress and achieve across all subject areas. The focus of our PP strategy is to support disadvantaged pupils to achieve that goal, including those who are high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefitting 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 those of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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 have high expectations of what they can achieve.

We want our disadvantaged pupils to:

- Develop high levels of literacy, language and communication skills.
- Attain at least in line with their non-disadvantaged peers.
- Attend school regularly.
- Access a broad and balanced curriculum.
- Develop high levels of cultural capital, ensuring they enjoy the same experiences as their non-disadvantaged peers.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Many of our disadvantaged pupils enter Nursery / Reception with underdeveloped literacy, language and communication skills, relative to their age. |
| 2 | Poor comprehension and inference skills in Reading. These are evident from Reception through to KS2. Whilst the gap does narrow, this is, in general, more prevalent amongst our disadvantaged pupils than their non-disadvantaged peers. |

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| 3 | Disengagement in Reading and Phonics practice from Reception through to KS1, leading to lower outcomes for our disadvantaged pupils compared to their non-disadvantaged peers. |
| 4 | Within KS1 and KS2, there are gaps in academic standards for Reading, Writing and Mathematics between disadvantaged pupils and non-disadvantaged pupils. |
| 5 | Low levels of attendance and high levels of persistent absenteeism, including problems with punctuality, particularly amongst our disadvantaged pupils. |
| 6 | A lack of wider life experiences outside of the home and school, particularly for our disadvantaged pupils. |

## 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 |
|---|---|
| • *Linked to Challenge 1,* Number of children achieving a GLD at the end of Reception will have improved. | • In 2024, 53% of disadvantaged pupils achieved a GLD at the end of Reception, compared to 72% of non-disadvantaged pupils nationally.<br>*In 2025, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school / national figure.*<br>*In 2026, disadvantaged pupil attainment will be within 10% of the non-disadvantaged school / national figure.*<br>*In 2027, disadvantaged pupil attainment will be within 5% of the non-disadvantaged school / national figure.* |
| • *Linked to Challenge 2, 3 and 4.* Improved outcomes in the Year 1 Phonics Screening Check. | • In 2024, 67% of disadvantaged pupils passed the Phonics Screening Check compared to 84% of their non-disadvantaged pupils nationally.<br>*In 2025, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school / national figure.*<br>*In 2026, disadvantaged pupil attainment will be within 10% of the non-disadvantaged school / national figure.*<br>*In 2027, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school / national figure.* |
| • *Linked to Challenge 2, 3 and 4.* Improved outcomes in Reading, Writing and Mathematics at the end of KS1. | • In 2024, 35% of disadvantaged pupils met the expected standard in Reading, Writing and Mathematics at the end of KS1, compared to 61% of non-disadvantaged pupils (national data not available). This can be further broken down into:<br>Reading: disadvantaged EXS 53% GDS 12%, non-disadvantaged EXS 75% GDS 14%.<br>Writing: disadvantaged EXS 35% GDS 0%, non-disadvantaged EXS 66% GDS 5%. |

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| | Mathematics: disadvantaged EXS 59% GDS 12%, non-disadvantaged EXS 80% GDS 18%.<br>• *In 2025, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school figure.*<br>*In 2026, disadvantaged pupil attainment will be within 10% of the non-disadvantaged school figure.*<br>*In 2027, disadvantaged pupil attainment will be within 5% of the non-disadvantaged school figure.* |
| • *Linked to Challenge 2 and 4.* Improved outcomes in Reading, Writing and Mathematics at the end of KS2. | • In 2024, 50% of disadvantaged children met the expected standard in Reading, Writing and Mathematics at the end of KS2, compared to 67% of non-disadvantaged children nationally. This can be further broken down into:<br>Reading: disadvantaged EXS 63% GDS 32%, non-disadvantaged EXS 75% GDS 20%<br>Writing: disadvantaged EXS 33% GDS 0%, non-disadvantaged EXS 73%, GDS 5%.<br>Mathematics: disadvantaged EXS 63% GDS 0%, non-disadvantaged EXS 73% GDS 8%.<br>• *In 2025, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school / national figure.*<br>*In 2026, disadvantaged pupil attainment will be within 10% of the non-disadvantaged school / national figure.*<br>*In 2027, disadvantaged pupil attainment will be within 5% of the non-disadvantaged school / national figure.* |
| • *Linked to Challenge 5.* Disadvantaged children will attend school regularly. | • In 2024, the overall absence rate for disadvantaged children was 7%, compared to 5% of non-disadvantaged children nationally.<br>*In 2027, the overall absence rate for disadvantaged children will be in line with non-disadvantaged children in school / nationally.*<br>• In 2024, 22% of disadvantaged children were persistently absent, compared to 10% of non-disadvantaged children nationally.<br>*In 2027, the percentage of persistently absent disadvantaged children will be at, or within 5% of the percentage of persistently absent non-disadvantaged children school / nationally.*<br>• Attendance action plans and support will be in place for identified pupils. |
| • *Linked to Challenge 6.* An enriching set of wider life experiences outside of the home and school will be in place for our disadvantaged pupils. | • Disadvantaged pupils will have access to a wide, rich set of experiences and opportunities to develop their talents and interests. This will include opportunities to participate in music, drama and sports activities.<br>• There is a strong take-up by disadvantaged pupils of the extra-curricular opportunities provided by school and third-party providers.<br>• 100% of disadvantaged pupils will access all school trips and visits planned for their class. |

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| | • Disadvantaged children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. |

## Activity in this academic year

This details how we intend to spend our PP funding **this academic year** to address the challenges listed above.

### Teaching (for example, continuing professional development, recruitment and retention)

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| • Continue to embed the new Phonics scheme, with further professional development led by the Leader of Phonics and / or an external advisor.<br>• Continue to employ an external advisor to monitor the quality of teaching and learning within Phonics.<br>• The Leader of Reading to continue to enhance the quality of Reading provision across the school, including the creation of a new school library with dedicated reading slots for each class and training for TAs / HLTAs focusing on | • Research for the OfSTED Framework highlights that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.<br>• EEF research (EEF Phonics) shows that the average impact of the adoption of a systematic Phonics scheme approach is an additional 5 months' progress in an academic year for all pupils. Our phonics techniques will be embedded in a rich literacy environment for early readers, forming a key part of our literacy strategy.<br>• EEF research (EEF Reading / EEF Reading Strategies) shows that reading comprehension can be improved by teaching pupils specific strategies that they can apply to both monitor and overcome barriers to understanding, including questioning. This approach shows an additional 7 months progress in an academic year.<br>• National Literacy Trust research (NLT School Libraries) shows that whilst further studies are needed, indications suggest that children who use a school library had better levels of reading enjoyment and ultimately reading attainment, than those who did not. This was even more pronounced for pupils who qualified for free school meals. | 1, 2, 3 and 4. |

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| questioning during 1:1 reading sessions. | | |

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

Budgeted cost: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| • Disadvantaged pupils prioritised as daily readers with TAs / HLTAs.<br>• Lexia Core 5 Reading subscription renewal. Chromebooks to facilitate regular access to the program, with disadvantaged pupils being prioritised.<br>• Bug Club subscription renewal. Chromebooks to facilitate regular access to the program, with disadvantaged pupils being prioritised.<br>• TAs / HLTAs to deliver one to one reading tuition to identified Year 6 pupils, with disadvantaged pupils being prioritised.<br>• DHT / AHT / Year 6 teachers to deliver small group / one to one Reding and | • One to one intervention<br>EEF research (EEF 1-1 Intervention) shows that one to one intervention has an average impact of 5 months additional progress in an academic year. In addition, EEF research (EEF Individualized Instruction) demonstrates that providing tailored tasks and support has an average impact of 4 months additional progress in an academic year.<br>• Small group intervention<br>EEF research (EEF Small Group Intervention) shows that small group intervention has an average impact of 4 months additional progress in an academic year.<br>• EEF research (EEF Teaching Assistants) show that targeted deployment focused on a specific intervention has an average impact of 4 months additional progress in an academic year.<br>• EEF research (EEF Lexia) shows that tutorial technology is particularly practical for those pupils from disadvantaged backgrounds. This programme has an average impact of 1 month additional progress in an academic year. | 1, 2, 3 and 4. |

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| Maths tuition to identified Year 6 pupils, with disadvantaged pupils being prioritised.<br>• Year 1 teachers and TAs / HLTAs to deliver small group phonic sessions, tailored to individual pupil needs, with disadvantaged pupils being prioritised.<br>• Year 2 teachers and TAs / HLTAs to deliver small group Reading sessions, tailored to individual pupil needs, with disadvantaged pupils being prioritised. | | |
| • All classes to have a FTE TA / HLTA, focusing on one to one support and one to one / small group interventions. | • EEF research (EEF TA Deployment 1 and EEF TA Deployment 2) shows that the average impact of the deployment of a TA or HLTA is an additional 4 months progress in an academic year. It also notes that the main impact occurs when TAs are providing one to one or small group support.<br>• Also see evidence of one to one and small group intervention above. | 1, 2, 3, 4, and 5. |

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

Budgeted cost: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| • SBM role adjusted to monitor and improve at- | • A report by the EEF (EEF Supporting Attendance) shows that improved attendance leads to improvements in behaviour and overall attainment. A focus | 1, 2, 3, 4, 5. |

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| tendance. Disadvantaged pupils to be prioritised when addressing low attendance and persistent absence.<br>• SBM to set-up meetings, carry out home visits and provide support where necessary, including liaising with outside agencies.<br>• School to continue to incentivize good attendance. | on parental communication and engagement approaches show promise in improving attendance. It is also important that a holistic approach is undertaking, addressing the specific barriers to attendance for that pupil and / or their family. Furthermore, EEF research (EEF Parental Engagement) shows that if parents are involved in supporting their child's academic learning, there is an additional 4 months progress in an academic year. | |
| • Provide increased opportunities for disadvantaged pupils to participate pate in experiential learning by subsidizing educational trips, visits and residentials. | • The EEF states (EEF Trips and Residentials) that trips, specifically those focusing on outdoor adventurous activities such as our two residential offers in Year 5 and Year 6, show positive impacts in terms of academic outcomes; however, the evidence base is weak so months progress is not calculated. | 2, 4 and 6. |
| • Stay and Play / Read Sessions in Nursery and Reception. | • EEF research (EEF Parental Engagement) shows that the average impact of parental engagement is an additional 4 months progress in an academic year. It acknowledges that interventions are generally more effective with parents of very young children. | 1, 2 and 3. |
| • Continue to employ a councilor to work in school one day per week to work with identified pupils. | • EEF research EEF Social and Emotional Learning) shows that the average impact of successful social / emotional interventions is an additional 4 months progress in an academic year. Alongside academic outcomes, these interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | 1, 2, 3, 4 and 5. |
| • Develop nurture provision to support pupils with SEMH issues. | • An EEF report (EEF Metacognition and Self Regulation) shows that meta-cognition and self-regulation, a key part of our nurture provision, can be particularly effective for lower achieving and older | 2, 3, 4 and 5. |

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| | pupils with pupils making on average eight months additional progress. More widely, social and emotional learning has a significant positive impact on attitudes towards learning, social relationships in school and attainment itself, on average three to four months additional progress. | |
| • Continue to develop range of extra-curricular activities. | • Studies funded by the Nuffield Foundation (Nuffield Foundation After School Activities) found that taking part in activities after the formal school day can play a role in improving academic performance and social skills of disadvantaged primary school children. | 1, 2, 3, 4, 5 and 6. |
| • Disadvantaged families provided with a £30 contribution towards school uniform. | • The EEF states (EEF Uniform) that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of school ethos and the improvement of attendance and attainment. | 1, 2, 3, 4 and 5. |

## Total budgeted cost: £180,000

# Part B: Review of the previous academic year
## Outcomes for disadvantaged pupils

- *Linked to Challenge 1,*
  Number of children achieving a GLD at the end of Reception will have improved. In 2024, 53% of disadvantaged pupils achieved a GLD at the end of Reception, compared to 72% of non-disadvantaged pupils nationally.
  *In 2025, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school / national figure*
  *> 43% of disadvantaged pupils achieved a GLD at the end of Reception, compared to 71% of non-disadvantaged pupils school / 73% of non-disadvantaged pupils nationally. Not achieved.*

- *Linked to Challenge 2, 3 and 4.*
  Improved outcomes in the Year 1 Phonics Screening Check. In 2024, 67% of disadvantaged pupils passed the Phonics Screening Check compared to 84% of their non-disadvantaged pupils nationally.
  *In 2025, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school / national figure.*
  *> 67% of disadvantaged pupils passed the Phonics Screening Check, compared to 86% of non-disadvantaged pupils school / 84% of non-disadvantaged pupils nationally. Not achieved.*

- *Linked to Challenge 2, 3 and 4.*
  Improved outcomes in Reading, Writing and Mathematics at the end of KS1. In 2024, 35% of disadvantaged pupils met the expected standard in Reading, Writing and Mathematics at the end of KS1, compared to 61% of non-disadvantaged pupils (national data not available). This can be further broken down into:
  Reading: disadvantaged EXS 53% GDS 12%, non-disadvantaged EXS 75% GDS 14%.
  Writing: disadvantaged EXS 35% GDS 0%, non-disadvantaged EXS 66% GDS 5%.
  Mathematics: disadvantaged EXS 59% GDS 12%, non-disadvantaged EXS 80% GDS 18%.
  *In 2025, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school figure.*
  *> 31% of disadvantaged pupils met the expected standard in Reading, Writing and Mathematics at the end of KS1, compared to 44% of non-disadvantaged pupils (national data not available). Achieved.*
  *Reading: disadvantaged EXS 50% GDS 0%, non-disadvantaged 65% GDS 0%. Achieved.*
  *Writing: disadvantaged EXS 50% GDS 0%, non-disadvantaged 63% GDS 0%. Achieved.*
  *Mathematics: disadvantaged EXS 50% GDS 0%, non-disadvantaged 65% GDS 0%. Achieved.*

- *Linked to Challenge 2 and 4.*
  Improved outcomes in Reading, Writing and Mathematics at the end of KS2. In 2024, 50% of disadvantaged children met the expected standard in Reading, Writing and Mathematics at the end of KS2, compared to 67% of non-disadvantaged children nationally. This can be further broken down into:

Reading: disadvantaged EXS 63% GDS 32%, non-disadvantaged EXS 75% GDS 20%
Writing: disadvantaged EXS 33% GDS 0%, non-disadvantaged EXS 73%, GDS 5%.
Mathematics: disadvantaged EXS 63% GDS 0%, non-disadvantaged EXS 73% GDS 8%.
*In 2025, disadvantaged pupil attainment will be within 15% of the non-disadvantaged school / national figure.*
*> 39% of disadvantaged pupils met the expected standard in Reading, Writing and Mathematics at the end of KS2, compared to 74% of non-disadvantaged pupils school / 69% of non-disadvantaged pupils nationally. Not achieved.*
*Reading: disadvantaged EXS 65% GDS 13%, non-disadvantaged EXS 79% GDS 32%. Achieved (EXS).*
*Writing: disadvantaged EXS 65% GDS 4%, non-disadvantaged EXS 82% GDS 12%. Not achieved.*
*Mathematics: disadvantaged EXS 61% GDS 9%, non-disadvantaged EXS 79% GDS 12%. Not achieved.*

- *Linked to Challenge 5.*
  Disadvantaged children will attend school regularly. In 2024, the overall absence rate for disadvantaged children was 7%, compared to 5% of non-disadvantaged children nationally.
  *In 2027, the overall absence rate for disadvantaged children will be in line with non-disadvantaged children in school / nationally.*
  *> In 2025, the overall absence rate for disadvantaged children was 8%, compared to 5% of non-disadvantaged children nationally. Not achieved.*

  In 2024, 22% of disadvantaged children were persistently absent, compared to 10% of non-disadvantaged children nationally.
  *In 2027, the percentage of persistently absent disadvantaged children will be at, or within 5% of the percentage of persistently absent non-disadvantaged children school / nationally.*
  *> In 2025, 27% of disadvantaged children were persistently absent, compared to 12% of non-disadvantaged children nationally. Not achieved.*

  Attendance action plans and support will be in place for identified pupils.
  *> The school policy for attendance has been updated to reflect new Department for Education (DfE) guidance. The importance of attending school regularly and the school's key messages around attendance are communicated in a variety of ways including: newsletters, assemblies, social media and home-school contracts. We also celebrate attendance through weekly class rewards and half-termly raffles. Where a child's attendance is a concern, a staged approach is taken including attendance action plans and support from the attendance team at Bradford Council. 7 pupils in receipt of Pupil Premium received enhanced support in 2024 / 2025.Of those, 4 pupils continue to be classed as 'persistently absent', with a decline in the attendance during 2025/2026. As a result, these pupils will continue to be monitored closely. 2 pupils continue to be classed as 'persistently absent', with an improvement in attendance during 2025/2026. 1 pupil is no classed as 'persistently absent', with an improvement in attendance during 2025/2026.*

- *Linked to Challenge 6.*
  An enriching set of wider life experiences outside of the home and school will be

in place for our disadvantaged pupils. Disadvantaged pupils will have access to a wide, rich set of experiences and opportunities to develop their talents and interests. This will include opportunities to participate in music, drama and sports activities. There is a strong take-up by disadvantaged pupils of the extra-curricular opportunities provided by school and third-party providers. 100% of disadvantaged pupils will access all school trips and visits planned for their class. Disadvantaged children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
*> All pupils, including disadvantaged pupils, access a broad and balanced curriculum offer. Our curriculum is subject to regular review by subject and senior leaders to ensure that it evolves to meet the changing needs of the children at Wellington. Subject and senior leaders regularly undertake monitoring activities that show Quality First Teaching and high-quality, engaging pupil activities form the foundation stone of our approach. Some examples include a real-life author visit in Y1, creating a burning London in Y2, the School Linking Project in Y3, our evacuee day in Y4, observing the stars in Y5 and our enterprise week in Y6. Our recent OfSTED inspection (2023) is testament to this. They recognized that 'staff skilfully remove barriers from pupils' learning. This helps pupils to achieve well across the curriculum'. OfSTED also commented that 'staff have thought carefully about what they want pupils to know. They have created a logically ordered curriculum which teachers deliver effectively. If staff are not satisfied that the curriculum is not helping pupils to achieve their best, they are quick to amend it. For example, staff recognized that pupils' depth of understanding was not as strong as it could be in a small number of subjects. Consequently, the school has revised the curriculum in these subjects'. Our curriculum goes beyond the objectives set out in the National Curriculum. Pupils acquire a wide variety of knowledge and cultural capital that they need to succeed in life. Some examples include remembering local soldiers who lost their life during World War I and World War II; experiencing the uniqueness of live theatre, including William Shakespeare and pantomime; as well as our two residential visits to Nell Bank (Y5) and Buckden House (Y6). These experiences run alongside our extra-curricular activities such as Choir and our sports clubs. Disadvantaged pupils have access to all these opportunities. All disadvantaged pupils have access to school trips, visits and residentials. Where finance is an issue, the school will support families with this.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your PP to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| N/A | N/A |

## Service PP funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service PP allocation was spent last academic year**

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|---|
| N/A |
| **The impact of that spending on service PP eligible pupils** |
| N/A |