

# Pupil premium strategy statement – Wroxall Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	39%
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 2025-2026 2026-2027
Date this statement was published	20 <sup>th</sup> December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tara Hopkinson (Headteacher)
Pupil premium lead	Jenny Whittington (SENDCo)
Governor / Trustee lead	Jenny Johnston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,640 (24-25) £54,540 (25-26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£54,540

# Part A: Pupil premium strategy plan

## Statement of intent

At Wroxall Primary School, our focus is on ensuring all children receive the highest quality of education to become well-rounded, aspirational and responsible adults who are fully prepared for the next stage in their education. We aspire for our children to make good progress and achieve high attainment across all curriculum areas and the focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

We aim to ensure all our children:

- Achieve as high attainment as possible across all curriculum areas
- Enjoy success and involvement in school life; academically, in sports, the arts or another way
- Are fully prepared, academically and socially, for each new stage of their education; especially the transition to Secondary School
- Embrace and demonstrate our school values of CARE – challenge, achievement, resilience, enjoyment
- Demonstrate kindness, confidence and high levels of self-esteem at all times

High quality teaching and targeted support are at the heart of our approach and we focus on building strong relationships and identifying the individual areas where our disadvantaged pupils require the most support. We know that high-quality teaching has the greatest impact on closing the disadvantage attainment gap, as well as benefitting all children in our school. We adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes, setting high aspirations, intervening early, based on robust evidence and challenging in all areas of learning.

We review our pupil premium strategy throughout the year and a final review and evaluation takes place in the Autumn Term.

## Challenges

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

Challenge number	Detail of challenge
1	Children not attaining in line with national expectations for GLD at the end of Reception (50% in 2024)
2	Children not attaining in line with national expectations for phonics at the end of Year 1 (58% in 2024).
3	Gaps in reading, writing and maths for a number of disadvantaged pupils, which also prevents them achieving combined ARE

4	Assessments, observations and discussions with pupils and families suggest social and emotional wellbeing and mental health impact on behaviour and behaviour for learning.
5	Attendance data indicates that attendance for disadvantaged pupils is not in line with non-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
To improve rates of progress and attainment in reading for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Increased number of disadvantaged pupils meeting the ELG for reading in EYFS</li> <li>Increased number of disadvantaged pupils meeting the threshold for the Year 1 Phonic Screening Check</li> <li>Increased number of disadvantaged pupils meeting the expected standard for reading in KS2.</li> </ul>
To improve rates of progress and attainment in maths for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Increased number of disadvantaged pupils meeting the ELG for maths in EYFS</li> <li>Increased number of disadvantaged pupils achieving a score of 20 or more in the Year 4 Multiplication Check</li> <li>Increased number of disadvantaged pupils meeting the expected standard for maths in KS2.</li> </ul>
To achieve and sustain improved wellbeing and behaviour for learning for all pupils, especially disadvantaged pupils.	<ul style="list-style-type: none"> <li>Pupil voice, parent feedback and staff observations will demonstrate sustained improved wellbeing</li> <li>Review of CPOMs recording demonstrates a decline in disruptive behaviour for learning</li> <li>High levels of participation in wider curriculum and enrichment events for disadvantaged pupils</li> </ul>
To improve and sustain attendance for all pupils, especially disadvantaged pupils.	<ul style="list-style-type: none"> <li>Reduce the gap between the attendance of disadvantaged and non-disadvantaged pupils.</li> <li>Increase the percentage of disadvantaged pupils meeting the school target of 96%.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Song of Sounds) to secure stronger phonics teaching for all pupils, as well as additional training for new staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1,2
Release time for Maths Lead and support from Maths Advisor to improve Maths teaching and curriculum planning across the school, linked to raising attainment.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1,3

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly additional tutoring from qualified teacher for identified Year 6 children but one to one and small group.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	3
Employment of class LSA in R, 1 and 2 to support targeted	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1, 2,3

interventions for Phonics / Reading and Maths	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
Lightning Squad Reading Intervention in KS2	The EEF guidance recommends using high quality structured interventions to help pupils who are struggling with their literacy. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	3

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

Budgeted cost: £ 10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education and Inclusion support from the Local Authority to improve rates of attendance	The DfE guidance <a href="#">working together to improve school attendance</a> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Attachment and Trauma training and Therapeutic Teaching training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4
Funding to support disadvantaged pupils to access extra-curricular clubs and educational visits	In June 2021, the RAND corporation published a report on the benefits of extracurricular activities for children with a focus to the importance for those from disadvantaged backgrounds. This enables them to build social skills, self-esteem and resilience but the evidence suggests that it is often those pupils that need to develop these skills most who miss out due to financial restrictions. We have used this to inform our rationale around ensuring there is a budget to support those pupils who may otherwise not have opportunity to access this provision. Families of our most vulnerable pupils are offered support towards the extra-curricular/educational visits offered. <a href="https://www.rand.org/pubs/external_publications/EP68659.html">https://www.rand.org/pubs/external_publications/EP68659.html</a>	4
Funding to support disadvantaged pupils to access breakfast club.	In 2019, Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology, published research on the importance of a healthy breakfast for school children. Their findings and conclusions highlighted the importance of breakfast in supporting children to be ready for	4

	learning. <a href="https://family-action.org.uk/news-insight/impact-of-breakfast-on-learning-in-children/">https://family-action.org.uk/news-insight/impact-of-breakfast-on-learning-in-children/</a>	
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**Total budgeted cost: £54,540**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><b><u>Outcomes for disadvantaged pupils 24-25</u></b></p> <p><u>EYFS Good Level of Development</u></p> <p>100% of pupils reached a Good Level of Development (2/2 pupils)</p> <p><u>Year 1 Phonic Screening Check</u></p> <p>50% of pupils passed the Phonic Screening Check (1/2 pupils)</p> <p><u>Year 2 Phonic Screening Check</u></p> <p>75% of pupils passed the Phonic Screening Check (3/4 pupils)</p> <p><u>Key Stage 2 SATs</u></p> <p>Reading – 50% of pupils were Expected+ (4/8 pupils) with 25% of these reaching Greater Depth</p> <p>Writing – 50% of pupils were Expected+ (4/8 pupils) with 25% of these reaching Greater Depth</p> <p>Maths – 38% of pupils were Expected+ (3/8 pupils)</p> <p>GPS – 50% of pupils were Expected+ (4/8 pupils)</p> <p>Combined – 38% of pupils reached combined Expected+ (3/8 pupils)</p> <p>Attendance for Pupil Premium children was 89.1% (24-25) compared to 96% for non-Pupil Premium children.</p>
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### Externally provided programmes

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

Programme	Provider

## Further information

### **Additional Activity**

- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool and an action plan will be put in place to cascade to all staff.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on our values of CARE – challenge, achievement, resilience and enjoyment. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, Implementation and Evaluation**

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.