Pupil premium strategy statement – Wombridge 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	273
Proportion (%) of pupil premium eligible pupils	43%
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)**	2024-25 (Current Academic Year) 2024-28
Date this statement was published	26/2/25
Date on which it will be reviewed	26/12/25
Statement authorised by	Mr D Seaton
Pupil premium lead	Mrs E Solomon
Governor / Trustee lead	Mr D Seaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,060
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*	£198,060

Part A: Pupil premium strategy plan

Statement of intent

- ***Statement of Intent:***
  At our school, we are committed to closing the attainment gap and ensuring that all pupils, regardless of their background, have access to high-quality education and enrichment opportunities. Our ultimate objective is to enable disadvantaged pupils to achieve academic success, develop confidence, and access the same opportunities as their peers. We aim to remove barriers to learning and provide the necessary support to help them thrive both academically and personally.
- *Our current Pupil Premium strategy is designed to achieve these objectives by focusing on high-quality teaching, targeted interventions, and wider support strategies. By embedding evidence-based approaches, we ensure that our disadvantaged pupils receive tailored support that meets their individual needs.*
- *The key principles of our strategy plan are:*
- ***High Expectations:*** *Ensuring all pupils receive quality-first teaching to raise attainment.*
- ***Targeted Support:*** *Implementing evidence-based interventions to accelerate progress.*
- ***Holistic Development:*** *Supporting pupils' social, emotional, and mental well-being alongside their academic growth.*
- ***Parental Engagement:*** *Strengthening relationships with families to support learning beyond the classroom.*
- ***Measurable Impact:*** *Regular monitoring and evaluation to refine and enhance our approach.*

Challenges

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

- **Pupil Premium Allocation:**
  For the academic year 2024-2025, our total Pupil Premium funding is allocated to

provide targeted support, enhance teaching quality, and address barriers to learning.

- **Key Barriers to Learning for Pupil Premium Pupils:**
- Low baseline attainment on entry
- Speech, language, and communication difficulties
- Limited access to enrichment opportunities
- Social, emotional, and mental health needs
- Attendance and punctuality challenges

Challenge number	Detail of challenge
1	Low literacy and numeracy skills upon entry, leading to gaps in attainment.
2	Limited access to resources and enrichment opportunities outside of school.
3	Social, emotional, and mental health difficulties impacting learning and well-being.
4	Attendance and punctuality concerns affecting consistent learning.
5	Language barriers for EAL pupils, limiting access to the curriculum.

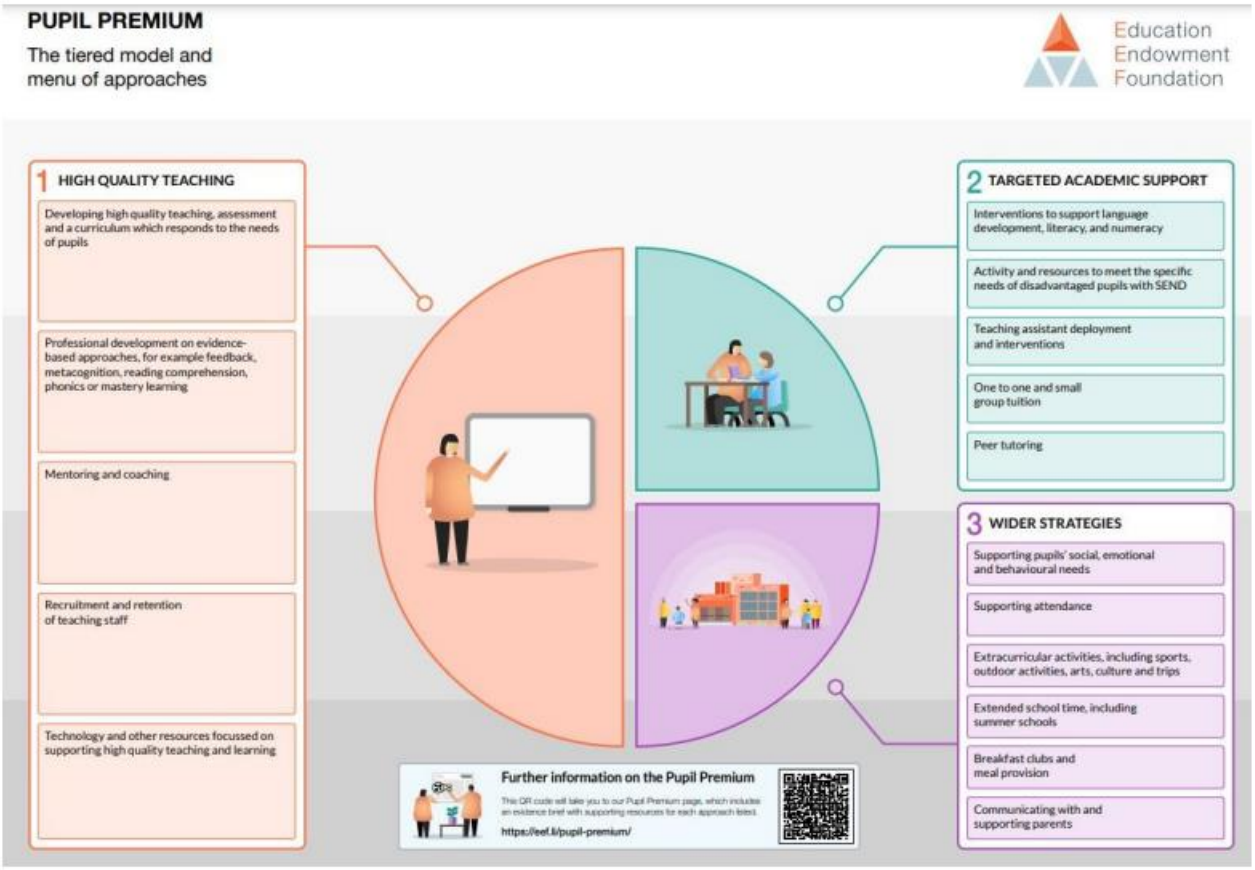
Intended outcomes

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, writing, and maths for disadvantaged pupils.	Disadvantaged pupils meet or exceed national expectations in core subjects.
Increased engagement and participation in enrichment activities.	Higher participation rates in clubs, trips, and extracurricular activities.
Improved social, emotional, and mental well-being.	Pupil surveys and pastoral records show positive impact on well-being.
Improved attendance and punctuality.	Reduction in persistent absence and increased overall attendance rates.
Enhanced parental engagement in pupil learning.	Increased attendance at workshops and positive feedback from parents.

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)

Activities and Evidence Base:
This section outlines the key activities we will implement, the evidence supporting these approaches, and the challenges they address.

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
High-quality CPD for staff	EEF research shows that high-quality CPD improves pupil outcomes.	1, 5
Small classes and one-to-one interventions	EEF Toolkit suggests targeted support can accelerate progress by up to 4 months.	1, 3, 5
Pastoral support through the nurture team	Evidence from Public Health England highlights the impact of emotional well-being on attainment.	3, 4
Attendance interventions	DfE reports link good attendance to improved academic achievement.	4
Subsidised enrichment activities	EEF research indicates that cultural capital development enhances engagement and attainment.	2
Parental engagement initiatives	Studies show increased parental involvement leads to higher pupil achievement.	1, 2, 4

Budgeted cost: £ 70*,000*

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

Budgeted cost: £ *90,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Small classes with teacher tuition in core subjects	EEF Toolkit suggests targeted support can accelerate progress by up to 4 months.	1, 5
One-to-one tutoring in reading and maths	Research indicates one-to-one tutoring is highly effective in closing learning gaps.	1
Phonics intervention for struggling readers	EEF evidence shows phonics approaches are effective, particularly for younger learners.	1, 5
Additional language support for EAL pupils	Studies highlight that structured EAL interventions improve language acquisition.	5
SEND-focused interventions	Evidence from SEND research supports targeted interventions for pupils with additional needs.	3, 5
Homework support and booster sessions	Research suggests additional structured study time improves pupil confidence and attainment.	1, 2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support Initiatives- EWO intervention, Parent meetings, assemblies, interventions, pastoral support	Improved attendance rates through targeted interventions, tracking, and incentives. Research supports a positive link between attendance and academic success.	3
Well-being Programs (e.g., mindfulness, yoga, therapy)	Positive impact on mental health and well-being of pupils, as shown in pupil surveys and feedback. Supports better engagement in learning and behaviour.	2
Opportunities to take part in Enrichment Activities (clubs, trips, sports)	Evidence shows that extracurricular activities enhance engagement, social skills, and overall pupil development. Data from other schools shows enrichment can reduce behavioral issues.	5

Total budgeted cost: £ 190,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 Headline data and actions by school

KS2	Reading				Writing				Maths				Combined				EGPS			
	22/23		23/24		22/23		23/24		22/23		23/24		22/23		**23/24**		22/23		23/24	
	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	**ARE**	**GDS**	ARE	GDS	ARE	GDS
National – all pupils	73	29	74	29	72	13	72	13	73	24	73	24	60	8	**61**	**8**	72	30	72	32
Local Authority – all pupils	76	31	75	29	72	13	73	13	74	22	73	21	61	8	**62**	**7**	73	30	72	32
All pupils	70	28	71	18	73	18	71	14	70	20	76	22	55	13	**63**	**8**	63	23	69	33
Disadvantaged	63	19	61	4	69	6	52	4	56	6	65	13	44	0	**48**	**0**	50	6	65	17
SEND	57	14	44	6	57	14	38	0	43	14	44	6	29	14	**25**	**0**	43	14	44	6

Multiplication check average score	22/23	23/24
National	20.2	
All pupils		

Year 1 Phonics check	22/23	23/24
National	79	80
Local Authority	81	80
All pupils	82	86
Disadvantaged	70	91
SEND	43	50

Year 2 Phonics check	22/23	23/24
National	59	55
Local Authority	59	52
All pupils	29	100
Disadvantaged	0	100
SEND	14	100

Good level of development	22/23	23/24
National	67	68
Local Authority	68	69
All pupils	78	76
Disadvantaged	86	67

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**
Read, Write Inc	Ruth Miskin Training
Numbersense	Numbersense
EKO Weston Park	Educating Kids Outdoors ltd

Further information (optional)

Measuring Impact:

We will assess the effectiveness of our Pupil Premium strategy through:

Regular progress monitoring and assessment data analysis.

Pupil and parent feedback.

Attendance and behaviour tracking.

End-of-year impact report to inform future spending decisions.

Governance and Accountability:

The Senior Leadership Team and Governors will review the impact of Pupil Premium spending each term. A full review will be conducted annually to ensure our strategy effectively addresses the needs of disadvantaged pupils.

This statement will be updated annually and published on our school website in line with statutory requirements.