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	274
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)**	2025-26 (Current Academic Year) 2024-28
Date this statement was published	7/1/26
Date on which it will be reviewed	7/1/27
Statement authorised by	Mr D Seaton
Pupil premium lead	Mr T Moxon
Governor / Trustee lead	Mr D Seaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,140
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*	£164,140

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 2025-2026, 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 books, technology and other enrichment opportunities
- Social, emotional, and low self esteem
- Attendance and punctuality challenges

Challenge number	Detail of challenge
1	For 3 years, between 73 - 77% of our disadvantaged pupils arrive in Reception below age-related expectations in Reading, Writing and Maths compared to 41 -59 % in of other pupils. This gap remains steady to the end of KS2.
2	From pupil surveys and discussions, our disadvantaged pupils have limited access to resources and enrichment opportunities outside of school.
3	Our assessments, observations, and discussions with pupils indicate limited oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their non-disadvantaged counterparts.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-5% lower than for non-disadvantaged pupils. 20-22% of disadvantaged pupils have been 'persistently absent' compared to 5-8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	33-50% of EAL children who are disadvantaged experience language barriers and this impacts on their writing attainment from EYFS-KS2

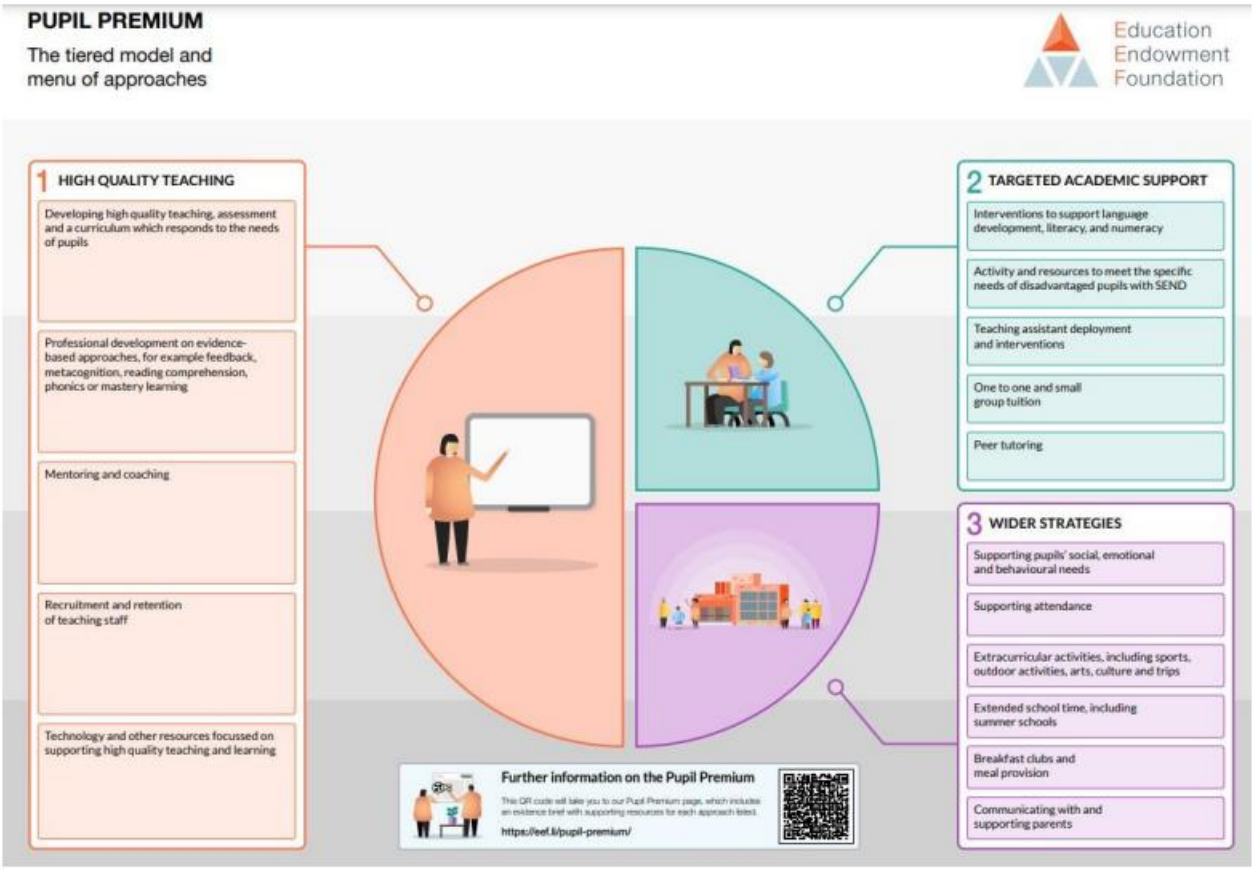
Intended outcomes

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. 68% of pupils achieve the expected standard at the end of KS2.
Increased engagement and participation in enrichment activities.	Higher participation rates in clubs, trips, and extracurricular activities. Tracked half termly.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attendance and punctuality.	Sustained high attendance by 2027/28 demonstrated by: The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. **T**he percentage of all pupils who are persistently absent being below **5**% and the figure among disadvantaged pupils being no more than **12**% lower than their peers.
Improved Writing attainment among EAL disadvantaged pupils.	KS2 Writing outcomes in 2027/28 to show that more than 65% of disadvantaged pupils met the expected standard.

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. Research into Practice - Evidence-informed CPD in Rochdale -… | EEF	1, 3, 5

Small classes	EEF Toolkit suggests targeted support can accelerate progress by up to 4 months. Reducing class size | EEF	1, 3, 5
Pastoral support through the nurture team	Evidence from Public Health England highlights the impact of emotional well-being on attainment. PowerPoint Presentation	3, 4
Attendance interventions, Team around attendance.	DfE reports link good attendance to improved academic achievement. Factors influencing primary school pupils' educational outcomes - GOV.UK	4
Subsidised enrichment activities	EEF research indicates that cultural capital development enhances engagement and attainment. Education for wellbeing programme findings - GOV.UK	1,2,3,5
Parental engagement initiatives	Studies show increased parental involvement leads to higher pupil achievement. Do_parental_involvement_interventions_increase_attainment1.pdf	1, 2, 4

Budgeted cost: £ 70*,000*

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

Budgeted cost: £ *60,000*

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. Small group tuition | Teaching and Learning Toolkit | EEF	1, 5
Phonics intervention for struggling readers	EEF evidence shows phonics approaches are effective, particularly for younger learners. Phonics | EEF Impact 5+ months	1, 5
Additional language support for EAL pupils	Studies highlight that structured EAL interventions improve language acquisition. EAL in the mainstream classroom - EEF	5
Homework support and booster sessions	Research suggests additional structured study time improves pupil confidence and attainment. National Tutoring Programme year 3: impact evaluation - GOV.UK	1, 3
Forest School run by EKO (Educating Kids Outdoors)	Builds confidence, social skills, resilience, and engagement through regular, hands-on learning in nature. The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors	3,4,5
Headstart - multi activities that are fun and challenging. The programme looks to help develop children physically and emotionally through a variety of activities including team building, movement, and fun games..	It aims to help improve communication, resilience, leadership skills and confidence. The Relationship between Children's Wellbeing and their Educational Outcomes	3,4,5

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. CC A4 HEADER	4
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. Education for wellbeing programme findings - GOV.UK	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 behavioural issues. Children's University - first trial | EEF	2
Oral language interventions, Race to English, CGP workbooks for EAL learners, Talk Boost, Whole school Oracy focus.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	5

Total budgeted cost: £ 24,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results in 2024-25 to those for disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils.

At End of KS2, our disadvantaged pupils achieving the combined expected standard was 65%, significantly above the National result of 47%. Disadvantaged pupils meeting the Reading standard was 78%, well above the National figure of 63%. 70% of disadvantaged pupils reached the expected standard in Reading, compared to the National result of 59%. In Maths, 83% of our pupils achieved the expected standard compared to the national result of 61%, indicating our disadvantaged pupils performed significantly better than National.

The attendance data demonstrates that in 2024/25, there were 116 disadvantaged pupils, with an attendance of 94.6%, this is above the National result of 92.4%.

Our PPG pupils are happy, safe, and thriving in school, with no exclusions in the past 4 years. This compares favourably to the national picture, where between 1.63% and 2.23% of disadvantaged pupils are suspended annually.

This success is driven by:

High expectations for all pupils.

A focus on keeping up, not catching up, ensuring pupils access the full curriculum.

Emphasis on foundational knowledge to secure long-term learning.

Exemplary behaviour standards that create a calm, purposeful environment.

An inclusive curriculum that reflects diversity and promotes equity.

A strong sense of belonging, enabling pupils to feel valued and supported.

As a result, PPG pupils are not only meeting expectations but thriving academically and socially.

Based on all the information above, the performance of our disadvantaged pupils are on track to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Headstart	Haberdasher Adams

Further information (optional)

Additional activity

The school offers a broad range of extracurricular activities, including Forest School and the HeadStart programme, aimed at developing pupils' confidence and resilience. Targeted provision is in place for PPG pupils to promote their wellbeing and ensure equitable access to these opportunities.

Planning, implementation, and evaluation

We triangulated evidence from multiple data sources—including assessments, classroom visits, book scrutiny, and discussions with parents, children and teachers—to identify the challenges faced by our disadvantaged pupils.

We review our approach on a regular basis and adapt our strategy in response to evidence of impact, to ensure it continues to secure the best possible outcomes for pupils.

Our planning is informed by a range of evidence, including EEF guidance and research, alongside Ofsted documentation, reports, and wider research into the effective use of the pupil premium.

Further information (optional)

Measuring Impact:

We will evaluate the impact of our Pupil Premium strategy by:

- Regularly monitoring pupil progress and analysing assessment data.
- Gathering feedback from pupils and parents.
- Tracking attendance and behaviour patterns.
- Producing an end-of-year impact report to guide future funding decisions.

Governance and Accountability:

The Senior Leadership Team and Governors will evaluate the impact of Pupil Premium spending each term. An in-depth annual review will also be carried out to ensure our strategy continues to meet the needs of disadvantaged pupils.
This statement will be reviewed and updated annually and published on the school website in accordance with statutory requirements.