Pupil premium statement for Wollescote Primary School 2025-2026

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	432
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	31st Dec 2025
Date on which it will be reviewed	31st Dec 2026
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Alison Hudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,100
Total budget for this academic year	£210,100

Part A: Pupil premium strategy plan

Statement of intent

Wollescote Primary School Pupil Premium Strategy Statement

At Wollescote, our core values – **Be Proud, Be Positive, Be Polite** – underpin everything we do and form the foundation of our Pupil Premium Strategy. These values shape our culture and expectations for all pupils.

We expect every child to **Be Proud** of their achievements. We embed this by maintaining high expectations and ensuring that all pupils have every opportunity to succeed. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers. We also consider the challenges faced by vulnerable pupils, such as those with a social worker or young carers. The activities outlined in this statement are designed to support these pupils' needs, whether or not they are disadvantaged.

We expect all pupils to **Be Positive** by becoming resilient, independent learners who can overcome barriers. High-quality teaching is at the heart of our approach. We achieve this through the consistent use of **Rosenshine's Principles of Instruction**, enabling teachers to be responsive and effectively target gaps in knowledge. Learning is adapted and scaffolded where necessary through a range of techniques, ensuring that pupils who start school with significant disadvantages and often below expected outcomes leave us achieving in line with national expectations by the end of Year 6. This approach has been proven to have the greatest impact on closing the attainment gap for disadvantaged pupils while benefiting all learners.

Implicit in our intended outcomes is the expectation that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In addition to academic achievement, we have a strong focus on **wider opportunities** to build cultural capital and develop vocabulary. This includes:

- **Forest School provision** for all EYFS and KS1 pupils.
- **Weekly swimming lessons** for Year 3 and 4 pupils.
- **Musical instrument tuition** for Year 5 and 6 pupils.
- **Subsidised trips and fully funded workshops** delivered by external visitors to broaden experiences.

To further enhance cultural capital, we are **extending our clubs provision** to include a wider range of opportunities such as debating, drama, STEM, and creative arts, ensuring all pupils can access enrichment beyond the classroom.

We also recognise the importance of communication skills in academic success and life beyond school. Therefore, we are embedding an **oracy framework aligned with Voice 21**, ensuring pupils develop confidence, vocabulary, and the ability to articulate ideas effectively. This approach supports learning across the curriculum and prepares pupils for future success.

Challenges

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

Challenge number	Detail of challenge – 2024-2027
1	Attendance Data Analysis shows that our disadvantaged learners have lower than national attendance and in some year groups this is at a persistent absence level: Reception – 88.43% Year 1 – 88.81% Year 2 – 89.72% Year 3 – 91.68 Year 4 – 93.35% Year 5 – 94.77%
2	Communication Assessments (Welcom and Reception Baseline assessments) Pupil Observations and Staff Surveys show that speech and language is a barrier to attainments as many of our children come to school with difficulties in communication and language either due to speech, language and communication needs or because English is an additional language.
3	Low Tier Two and Three Vocabulary Staff surveys, pupil observations and school improvement reviews show that children enter school will lower than average tier two vocabulary, and lack of opportunities in their daily lives means that they don't develop tier three vocabulary in line with other children from less deprived backgrounds (this is backed by national research as well)
4	Self-regulation / emotional regulation Observations, staff surveys, the school deprivation indicators and Early Years data shows that many of our families do not access Early Years education before starting school. For others, early childhood experiences mean that children in our school have difficulty in regulating their emotions. This can be displayed through challenging behaviour, withdrawal from social interaction or anxieties.
5	Attainment (low attainment and attainment gaps)

	Nursery and data outcomes, including baseline assessments, staff observations and pupil interviews shows that many of our children enter our school well below average. They do not always get the early education experience that other children may have. Some families in this area struggle financially and have limited resources such as books and opportunities to develop wider experiences, limiting cultural capital. National research reinforces that low cultural capital impacts on attainment.

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
1. Improve attendance to be 94.3% (or in line with national) and keep persistent absence lower or in-line with national by 2027	Improved attendance rates for PP children (from 2024-2025 showing and upward trajectory). Reduction in PA rates for PP children showing a downward trajectory.
2. Improve Speech and Language skills through targeted intervention, external agency support and Forest Schools opportunities for Early Years and KS1	Welkom Screens show that speech and language skills are developing PP children make good progress on Welkom screens and move towards ARE expectations Early Years data shows progress in speech and language outcomes from entry
3. Improve access to tier two and three vocabulary so that children can understand wider vocabulary.	Qualitative data including pupil surveys and staff observations show children better comprehend and have wider knowledge in the books they read. Children's reading outcomes improve as they have access to better vocabulary opportunities in reading and writing.
4. Children who have emotional barriers to learning will have clear strategies to address them through targeted internal and external support. This will no longer be a barrier to learning for the PP children.	Targeted tracking of children accessing support will show an improvement in emotional regulation. Outcomes of PP children who access support will show an upward trajectory in reading, writing and maths.
5. PP children will sow an upward trajectory in their outcomes due to the interventions and support that is being put in place including quality first direct teaching and cultural capital opportunities.	By the end of Year 6 disadvantaged data will be at least in line with national disadvantaged data showing the impact of the interventions and support.

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: £ *[£122,200]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase hours for the **Administrative Assistant** to provide ongoing support to the Attendance Officer, enabling timely follow-up and proactive communication with families. Continue the role of the **Family Support Worker (FSW)** to work directly with families, addressing barriers to attendance and supporting social and emotional needs that impact access to education. Ensure **strategic oversight by the Deputy Headteacher** for attendance and pastoral systems, driving accountability and monitoring impact.	**DfE guidance on improving school attendance** highlights the importance of early identification, consistent communication, and strong leadership oversight to reduce persistent absence. **EEF research** indicates that parental engagement and targeted family support can improve attendance and attainment, particularly for disadvantaged pupils. Ofsted reports emphasise that effective pastoral systems and leadership accountability are key to sustaining improvements in attendance and pupil wellbeing.	1 & 4
Prioritise language development in EYFS and KS1 through **Forest School-led interventions**, creating rich, experiential contexts for talk. Deliver **weekly Forest School groups** focused on language development, embedding structured opportunities for paired and group talk. Introduce **oracy strategies** (paired talk, dialogic teaching) to improve expressive and receptive language skills. Embed **Phase 1 phonics and early reading systems** to strengthen oral language foundations where these are underdeveloped.	**EEF Teaching and Learning Toolkit**: Oral language interventions have a high impact (+6 months) on progress, particularly in early years. **Voice 21 research**: Structured oracy teaching improves vocabulary, reasoning, and confidence, supporting attainment across the curriculum. **DfE Early Years guidance** emphasises the importance of language-rich environments and	2,3&5

□ Deploy **teaching assistants and teachers** to model and scaffold oral language during free-flow activities. □ Implement the **Voice 21 Oracy Framework** to explicitly teach oracy skills across physical, linguistic, cognitive, and social-emotional strands.	systematic phonics for closing gaps in communication and literacy. □ Ofsted highlights that high-quality talk and vocabulary development are essential for reading, writing, and mathematical reasoning.	
□ Deliver **ongoing staff training** to embed Rosenshine's Principles of Instruction, ensuring a consistent approach to responsive teaching across the school. □ Use the **IRIS Connect system** for video-based reflection and professional development, enabling staff to observe, refine, and share best practice. □ Provide **ongoing coaching and mentoring**, particularly for Early Career Teachers (ECTs) and new staff, to ensure fidelity to Rosenshine strategies and effective classroom implementation. -	□ **EEF Teaching and Learning Toolkit**: High-quality teaching is the most effective lever for improving outcomes for disadvantaged pupils. □ Rosenshine's Principles (e.g., daily review, modelling, scaffolding, questioning) are widely recognised as evidence-based strategies that improve retention and understanding. □ **DfE Early Career Framework** and Ofsted research emphasise structured coaching and mentoring as critical for embedding effective pedagogy and sustaining improvement. □ Video-based professional development (IRIS Connect) supports reflective practice and collaborative learning, which EEF identifies as impactful for teacher development.	5

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

Budgeted cost: £ *[£54,800]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
□ Allocate targeted support for **phonics, reading (including 1:1 reading), writing, and maths interventions**, focusing on **pre-teaching key concepts** and delivering **effective feedback** to close gaps for disadvantaged pupils. □ Interventions will be delivered by trained staff using structured programmes and responsive teaching strategies to ensure alignment with classroom learning.	□ **EEF Teaching and Learning Toolkit**: • **Phonics** (+5 months) and **reading comprehension strategies** (+6 months) have strong evidence of impact on literacy outcomes. • **Feedback** (+6 months) is one of the most effective approaches for improving attainment when it is timely and specific. • **Small-group and 1:1 tutoring** (+4 months) is highly effective when linked to classroom content. □ **DfE guidance** emphasises systematic phonics and targeted interventions as key	2,3&5

	levers for improving early reading and closing attainment gaps. Ofsted highlights that pre-teaching and scaffolding are effective strategies for supporting disadvantaged learners.	
Deliver **structured small-group tuition** for targeted pupils in phonics, reading (including Read Write Inc.), and writing, alongside **PVGP** to strengthen language and literacy foundations. Sessions will focus on closing gaps through explicit instruction, guided practice, and responsive feedback, ensuring alignment with classroom learning.	**EEF Teaching and Learning Toolkit**: • **Small-group tuition** has a high impact (+4 months) when delivered by trained staff and linked to classroom content. • **Phonics** (+5 months) and **reading comprehension strategies** (+6 months) are proven to accelerate progress in literacy. • **Feedback** (+6 months) is one of the most effective strategies for improving attainment when timely and specific. **DfE guidance** emphasises systematic phonics and targeted interventions as key levers for improving early reading and closing attainment gaps. Ofsted highlights that structured, evidence-based interventions are essential for disadvantaged pupils to catch up.	2,3&5
Allocate staff to provide **targeted pastoral support** and **social-emotional interventions** for pupils with identified SEMH needs, ensuring they are ready to learn and can engage positively in school life. Support will include mentoring, regulation strategies, and family engagement to address barriers to attendance and wellbeing.	**EEF Teaching and Learning Toolkit**: Social and emotional learning interventions have a positive impact (+4 months) on academic outcomes and pupil wellbeing. **DfE guidance on mental health and wellbeing in schools** highlights the importance of early intervention and targeted support for vulnerable pupils. Ofsted research emphasises that strong pastoral systems and emotional regulation strategies are key to improving engagement and reducing exclusions.	1&4

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

Budgeted cost: £ *[£42,000]*

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

Commission external services to provide **specialist social and emotional support**, including **educational psychologists**, **counselling**, and **mentoring programmes** for targeted pupils. These interventions aim to address barriers to learning caused by emotional regulation difficulties, trauma, and mental health challenges, ensuring pupils are ready to learn and can engage positively in school life.	**EEF Teaching and Learning Toolkit**: Social and emotional learning interventions have a positive impact (+4 months) on academic outcomes and pupil wellbeing. **DfE guidance on mental health and wellbeing in schools** highlights the importance of early intervention and access to specialist support for vulnerable pupils. Extensive research (e.g., Public Health England, CASEL) associates childhood social and emotional skills with improved academic performance, behaviour, and long-term life outcomes. Ofsted emphasises that strong pastoral systems and targeted SEMH support are key to inclusion and reducing exclusions.	2,3&5
Provide funding for **music provision** to address identified curriculum gaps, including commissioning external providers to deliver high-quality music teaching across Years 3 & 4. Offer **targeted musical instrument tuition** for pupils in Years 5 & 6 to develop skills, confidence, and cultural capital. Increase access to **after-school clubs**, subsidising or providing them free of charge, to ensure disadvantaged pupils can participate in enrichment activities that broaden experiences and vocabulary.	**DfE guidance on cultural capital** emphasises the importance of providing experiences that enrich pupils' knowledge and understanding beyond the classroom. **EEF Teaching and Learning Toolkit**: Arts participation and enrichment activities can have a positive impact on academic outcomes and pupil engagement (+3 months). Ofsted highlights that cultural capital is essential for closing gaps in opportunity and supporting disadvantaged pupils to access a broad and balanced curriculum. Research shows that music education improves cognitive development, memory, and language skills, contributing to improved attainment and wellbeing.	1,2,3
Fund **internal visitors** to deliver high-quality workshops and experiences within school, enriching the curriculum and broadening pupils' horizons. Part-fund **external termly trips** to ensure all pupils, particularly disadvantaged learners, can access	**DfE guidance on cultural capital** highlights the importance of providing experiences that enrich pupils' knowledge and understanding beyond the classroom.	

cultural experiences that build background knowledge, vocabulary, and confidence.	□ **EEF Teaching and Learning Toolkit**: Arts participation and enrichment activities can have a positive impact on academic outcomes and pupil engagement (+3 months). □ Ofsted emphasises that cultural capital is essential for closing gaps in opportunity and supporting disadvantaged pupils to access a broad and balanced curriculum. □ Research shows that experiential learning improves language development, schema building, and motivation, which are critical for long-term attainment.	
□ Ongoing purchase of **Grammasaurus bespoke curriculum** to improve access to vocabulary-rich resources and provide structured review and revisit opportunities, supporting disadvantaged pupils with poor attendance and cognition difficulties. □ Purchase of **external curriculum packages** such as **Kapow** to broaden curriculum opportunities and enhance engagement in foundation subjects. □ Investment in **specialist language development programmes** including **Flash Academy** (to accelerate EAL progress) and **Widget** (to support pupils with speech, language and communication needs), ensuring rapid improvement in oral language and vocabulary acquisition.	□ **EEF Teaching and Learning Toolkit**: Oral language interventions (+6 months) and digital technology approaches (+4 months) can accelerate progress when integrated into teaching. □ **DfE guidance** emphasises the importance of systematic vocabulary development and curriculum breadth for closing attainment gaps. □ Research shows that structured language programmes and multimodal resources improve expressive/receptive language, phonological awareness, and reading comprehension. □ Ofsted highlights that a well-sequenced curriculum and explicit vocabulary teaching are essential for improving outcomes for disadvantaged pupils.	

Total budgeted cost: £ *[£219,000]*

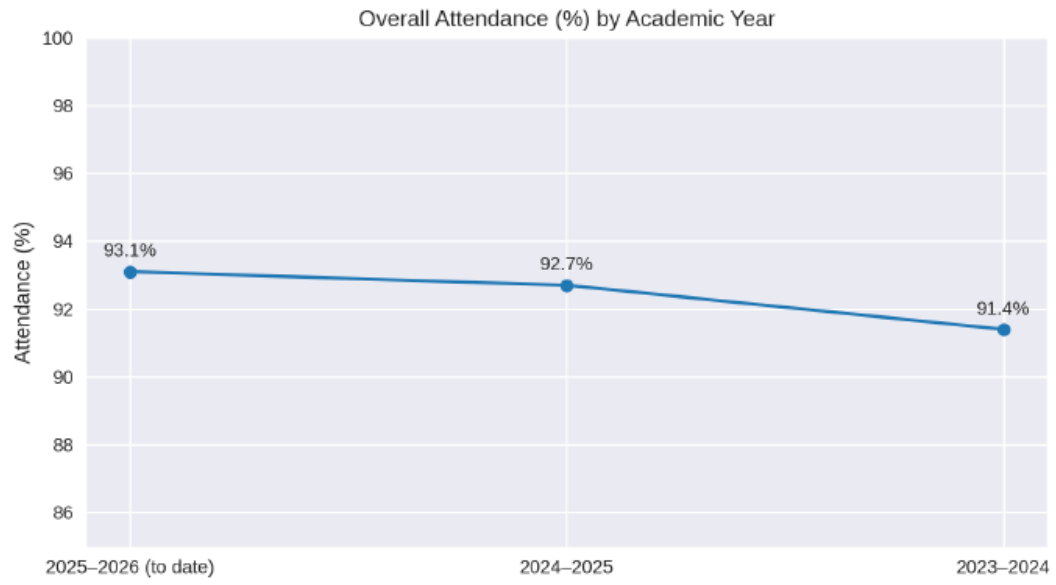
Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

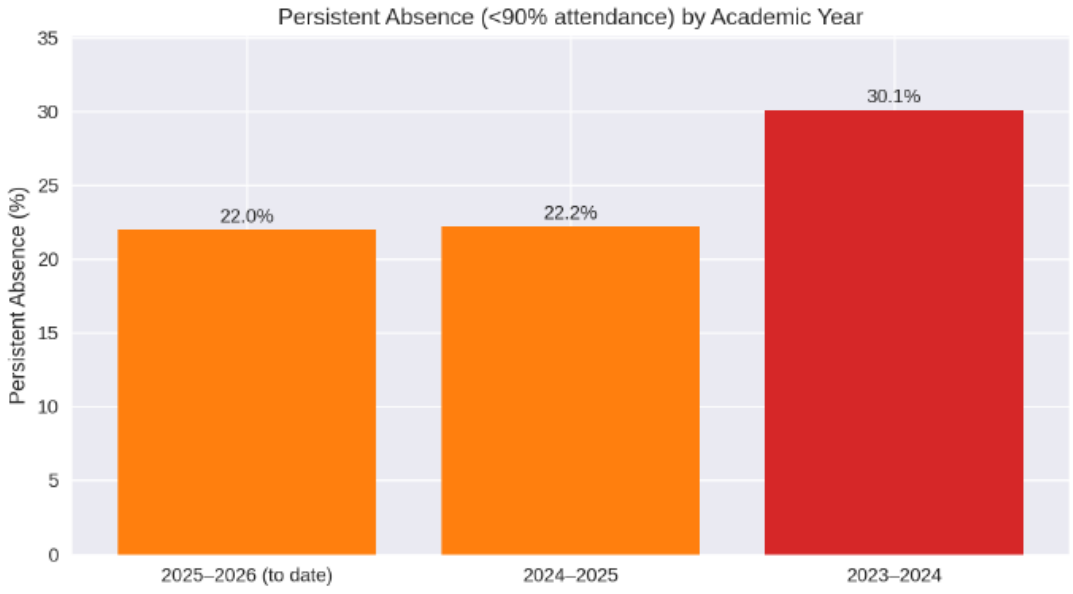
Intended Outcome 1

Improve attendance to be 94.3% (or in line with national) and keep persistent absence lower or in-line with national by 2027

Overall Attendance Trend



Persistent Absence by Year



Attendance data shows an upward trend but is still below the target of 94% so we aim to improve this by January 2027 to 94%. We are also above the national persistent absent rates but have a declining trend from 2023 to date. Again we aim to draw in line with national by January 2027.

Next Steps

Rigorous Action Plan Meetings: Hold structured action planning meetings with parents/carers to review attendance, agree on next steps, and document actions. Extend these meeting to parents who are at risk of persistent absence.

Improve Data-Driven Monitoring: Attendance leaders to produce detailed reports on trends, patterns, and persistent absence using DfE attendance data and identify patterns by year group, pupil premium cohort, and individual pupils to target interventions effectively.

Intended Outcome 2

Improved oral language skills among disadvantaged and other pupils particularly those in EYFS & KS1 who accessed Forest Schools support and language intervention programmes.

Baseline Data 2023-2024

	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Totals
% Below GLD	83.3%	87.0%	77.8%	72.2%	72.2%	74.1%	74.1%	100.0%	98.1%	98.1%	96.3%	100.0%	100.0%
% At and Above GLD	16.7%	13.0%	22.2%	27.8%	27.8%	25.9%	25.9%	0%	1.9%	1.9%	3.7%	0%	0%
% On Track for Above GLD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1.9%	0%	0%

End of Year Data 2024-2025

	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Totals
% Below GLD	40.0%	38.2%	25.5%	20.0%	21.8%	18.2%	30.9%	47.3%	45.5%	52.7%	32.7%	36.4%	52.7%
% At and Above GLD	60.0%	61.8%	74.5%	80.0%	78.2%	81.8%	69.1%	52.7%	54.5%	47.3%	67.3%	63.6%	47.3%
% On Track for Above GLD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Data reflects the impact that speech and language interventions have on progress across the **Impact Evidence:**

- Data shows that targeted children in Forest School language groups made **better than expected progress** in speech and language.
- Overall EYFS outcomes indicate that **speaking is no longer a significant concern** compared to other GLD areas.

- **Baseline (2023–2024):** Only 13% of children were on track for speech and language on entry.
- **End of Year (2024–2025):** 62% of children were on track for speech and language by the end of Reception.
- Year 1 phonics outcomes in 2023–2024 were **above national expectations**, demonstrating strong impact of language intervention
- Year 6 reading outcomes are **in line with national expectations**, showing sustained impact of early speech and language support.

Why this matters:
Speech and language development is a foundational skill that influences reading, writing, and reasoning across the curriculum. Improvements here have a direct correlation with phonics success and later reading comprehension.

Next Steps

Extend Oracy Framework Implementation:
Fully embed Voice 21 strategies across all year groups, ensuring structured talk routines and explicit teaching of oracy strands (physical, linguistic, cognitive, social-emotional). Ensure all classrooms are compliant by January 2027

Professional Development for Staff
Continue CPD on dialogic teaching, questioning techniques, and scaffolding oral responses. Include coaching for new staff and ECTs. Deliver at least one session per term and ensure that all staff are utilising the system by Jan 2027

Intended Outcome 3

Improve access to tier two and three vocabulary so that children can understand wider vocabulary.

Impact Evidence:

- **Curriculum Planning:** Tier 2 and Tier 3 vocabulary has been explicitly planned and taught, evidenced in medium-term plans (MTPs) for non-core subjects and knowledge organisers.
- **Reading:** Book looks demonstrate that vocabulary is being explicitly taught and revisited regularly during guided and whole-class reading sessions.
- **Writing:** Writing book looks show that vocabulary instruction is embedded in teaching sequences. Model texts include rich, ambitious language, and pupils' writing reflects accurate use of new vocabulary.
- **Classroom Practice:** Displays, sentence stems, and word walls provide visual scaffolds for vocabulary, supporting pupils' independent use of Tier 2 and Tier 3 words.

Next steps

Embed Vocabulary in Oracy and Writing

- Ensure pupils rehearse new vocabulary orally before applying it in writing tasks.
- Use dialogic teaching and structured talk routines to deepen understanding.
- To be reviewed termly and fully implemented by Jan 2027

Link Vocabulary to Core Subjects

- Explicitly teach technical language in maths and science to strengthen reasoning and problem-solving.
- Monitor books and review pupil learning through surveys – to be reviewed termly and fully embedded by Jan 2027

Intended Outcome 4

Children who have emotional barriers to learning will have clear strategies to address them through targeted internal and external support. This will no longer be a barrier to learning for the PP children.

Impact

Targeted emotional regulation strategies have significantly improved outcomes for pupils with emotional barriers to learning. Children who accessed direct interventions with counsellors and mentors demonstrated measurable improvements in their ability to self-regulate. The introduction of Hamish and Milo resources enabled a greater number of pupils to access structured emotional regulation support, while targeted assemblies increased whole-school awareness of self-regulation strategies.

The creation of a Wellbeing Club provided a safe, structured environment for pupils to develop social skills and practice regulation techniques through activities such as board games and mindful colouring. This initiative has contributed to a noticeable reduction in the number of pupils becoming dysregulated during lunchtimes and requiring co-regulation support. Overall, these interventions have reduced emotional barriers to learning for Pupil Premium children, ensuring they are better equipped to engage positively with their education.

Next Steps

Develop Staff Expertise
Provide additional CPD for staff on emotional regulation strategies and trauma-informed approaches to strengthen universal provision. Provide one session per term and review in July 2026

Monitor and Evaluate Impact
Track the progress of pupils accessing interventions through behaviour logs, pupil voice, and wellbeing surveys to inform future planning. Evaluate termly and complete surveys by July 2026

Intended Outcome 5

To ensure that disadvantaged pupils are closing the progress and attainment gap on their non-disadvantaged peers over the next two academic years

Outcomes for disadvantaged pupils show a clear upward trajectory for 2024–2025, reflecting the positive impact of the Pupil Premium Strategy. Attainment in **reading** and **maths** is now close to national outcomes, demonstrating significant progress in narrowing the gap. Writing shows a stable trajectory, but remains below national expectations, indicating an area for continued focus.

Comparison of Attainment for Disadvantaged Pupils Compared to National 2024-2025				
	Disadvantaged 2022-2023	Disadvantaged 2023-2024	Disadvantaged 2024-2025	National Outcomes 2025
	Attainment	Attainment	Attainment	Attainment
Reading	59%	71%	73%	75%
Writing	55%	65%	65%	72%
Maths	73%	71%	74%	74%

Disadvantaged pupils attainment is comparable to all pupils in reading and writing and is within 2 pupils in writing. However when compared to non-disadvantaged based on the latest performance tables children are still behind in their outcomes

	Disadvantaged 2024-2025	Non- Disadvantaged 2024-2025
	Attainment	Attainment
Reading	63%	80%
Writing	68%	71%
Maths	64%	77%

Next Steps

- **Intensify Targeted Writing Interventions**
  Provide additional small-group and 1:1 writing support for disadvantaged pupils, focusing on sentence structure, vocabulary development, and extended writing. Review these half-termly for impact and evaluate termly during pupil progress meetings to ensure appropriate progress is being made.

- **Embed Writing Across the Curriculum**
  Increase opportunities for purposeful writing in all subjects to build confidence and fluency

review the impact of this through book looks and pupil voice after each half term assessment.

- **Enhance Feedback and Scaffolding**
  Implement high-quality feedback strategies and use scaffolds (writing frames, model texts) to support disadvantaged pupils in achieving age-related expectations. Review half termly to monitor the impact.

Externally provided programmes

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

Programme	Provider
Counselling Services	Believe to Achieve
Mentoring Services	Trust Fund
Educational Psychology	Educational Psychology for all

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Not Applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.