



## Wingham Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Wingham Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	18 %
Academic year that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Clements
Pupil premium lead	Emily Douglas
Governor / Trustee lead	Ed O'Connor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,715
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,715

## Part A: Pupil premium strategy plan

### Statement of intent

We ensure that teaching and learning opportunities meet the needs of all of our pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to our rich curriculum.

Pupil Premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading.
2	Assessment observations and discussion with pupils suggest disadvantage pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension and creative writing challenging and perform less well than their peers.
4	The impact of children levels of well-being and mental health (lack of focus and concentration- low levels speech and language, more SEN and emotional needs) has

	had a significant impact on the academic attainment of pupils across school, particularly at higher standard.
5	Our assessments (including The Lancaster Model for Year 6), observations and discussions with pupils and families have identified social and emotional issues for many of our pupils. These challenges particularly affect disadvantaged pupils, including their attainment and emotional wellbeing.
6	Some of our disadvantaged pupils have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.
7	Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment

### 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.

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- Further develop oracy and knowledge of basic skills e.g. oracy, times tables, spellings, reading, writing

Intended outcome	Success criteria
To ensure that disadvantaged pupils achieve at least as well as all disadvantaged pupils nationally in the phonics check, timestable check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP.	<p>% of pupils reaching expected standard in comparison to other pupils nationally</p> <p>Progress of identified disadvantaged pupils due to high quality intervention.</p> <p>Phonics check data for disadvantaged pupils is at least inline that of like pupils nationally.</p> <p>Timetable check data for disadvantaged pupils is at least in line with that of like pupils nationally.</p>
To ensure the attendance of pupils in receipt of PPG is above 95%.	<p>Reduction in persistent absence for PPG group.</p> <p>Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 95%.</p>
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	<p>Experiences and visitors planned for all pupils across the year.</p> <p>Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.</p>
To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services (Thrive) which develop social and emotional well-being.	<p>Good progress for target groups in R,W,M.</p> <p>Therapy reports indicate impact. Feedback reports from Thrive and school counselling service measuring intervention and impact.</p>

## Activity in this academic year

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

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

Budgeted cost: £ 17,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points</p>	<p><a href="#">Supporting the Attainment of Disadvantaged Pupils</a> identifies high quality teaching as a key aspect of successful schools. DFE, 2015. High Quality Teaching The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. EEF 2022 – 2023. “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” Sutton Trust Report, 2011.</p> <p>Within the school context, regular evaluation of teaching provides consistency in evaluation of the teaching and learning profile.</p>	<p>1,2,3,4</p>
<p>Release time for Assistant Headteacher to provide additional coaching / mentoring support for Early Career Teachers in order to ensure consistency in outcomes for all pupils</p>	<p>Effective Professional Development, EEF 2021 and <a href="#">Coaching for teaching and learning</a>: a practical guide for schools National College, 2010, identify that teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p>Within the school context there is one ECT and one newly experienced teacher.</p>	<p>1,2,3,4</p>
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from</p>	<p><a href="#">Making Best Use of Teaching Assistants</a> identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four</p>	<p>1,2,3,4</p>

starting points and the lowest 20% keep up ( <a href="#">Write Away Together</a> )	<p>additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021.</p> <p>Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	
Annual Thrive Practitioner training modules	<b>Thrive</b> Thrive-trained professionals will result in noticeable improvements in children's well-being and mental health, meaning that they can engage better with learning and reach attainment targets.	1,6, 7
Online mathematics and spelling programmes including: TT Rock Stars and Emille Spelling home learning access (across the school)	<a href="#">Digital technology</a> can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1,2

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

Budgeted cost: £35, 264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Thrive practitioner to support the implantation and embedding of the Thrive approach across the Federation.	<p>Within the school context, the specific investment of an additional teaching assistant to deliver Thrive is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.</p> <p>Within the school context, Thrive 1:1 intervention is precisely allocated to support target pupils.</p>	6, 7
Speech Link  Speech and Language Link Junior	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning (EEF 2021).	1,2,3,4, 7

	There is a strong evidence base that suggests <a href="#">oral language interventions</a> , including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading, EEF, 2021	
Additional teacher small group support, booster classes (identified Year 6 pupils)	<p><a href="#">Small group tuition</a> has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p> <p>Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly.</p>	1,2,3,4

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

Budgeted cost: £8,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised peripatetic lessons, after school clubs subsidised residential visit (Carrot Wood) for children in receipt of the pupil premium grant	The EEF, consider evidence based research <a href="#">unpicking the 'enriching' of education</a> and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	5,7
Subsidised extend day including ASC, BC to support attendance and punctuality so children are ready to start their school day, reducing potential barriers to learning	Planning to get the most from any <a href="#">extra time</a> is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	5,7
Additional time from admin staff to track and monitor lates, (including home visits) and identified external support for vulnerable children	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and <a href="#">attendance</a> . Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, NFER, 2015.	1,2,3,4,5,6,7

	<p><a href="#">Attendance intervention rapid assessment</a>, EEF 2022, examines the existing research on interventions that aim to improve pupils' school attendance and the characteristics of these interventions, based on a systematic search of existing literature. Within the school context, in depth attendance analysis takes place half termly supported by daily tracking systems.</p>	
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**Total budgeted cost: £61,715**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### Teaching

- 40% of disadvantaged Key Stage 2 pupils achieved the expected standard in reading, writing and maths (combined). 4/5 disadvantaged pupils have SEND inclusive of two EHCPs. 60% of disadvantaged pupils met the expected standard in maths.
- In the Year 1 phonics check, 60% (2/5) of disadvantaged pupils achieved standard compared to 85% of all pupils in the cohort and 80% of all pupils nationally.
- At the end of EYFS, 50% (2/4) disadvantaged pupils met the expected standard (Good Level of Development).
- A strategic approach to deliver continued professional development has ensured a secure teaching profile with all teaching good or better. Additional release time allocated to Assistant Headteachers to provide coaching / mentoring support to Early Career Teachers has resulted in all Early Career Teachers meeting the required year end thresholds.
- All support staff were trained to deliver Write Away Together, intervention now embedded across the school with strong outcomes shown in Year 4 and Year 5 when trailed initially. 100% of disadvantaged pupils accessing the intervention working at the expected writing standard.

#### Targeted Support

- July 25 Thrive small group/class analysis showed 100% of disadvantaged children making progress from their starting points.
- Junior Language Link was purchased to effectively identify speech and language needs in KS2, particularly used when new pupils join us mid-year. SENCO assistant time is allocated to speech and language interventions which ensures consistency and without disruption to class based teaching assistants therefore ensuring maximum impact.
- Typically, children receiving small group intervention made the expected progress against the intervention targets set. Booster intervention for disadvantaged pupils resulted in good or better end of year outcomes for those who attended.

#### Wider Strategies

- The take up and use of online homework support programmes have ensured continuation of skill application over time. This has been tracked and monitored to ensure all pupils are accessing the offer, if pupils are unable to there is time in the school week, homework club or afterschool club access.
- Club analysis demonstrates equal access for disadvantaged pupils when compared to all pupils in KS1 and KS2.
- Enhanced enrichment opportunities have included a subsidised Residential trip for disadvantaged pupils in Year 6

- Attendance focus work including precise tracking of persistently absent pupils has resulted in attendance of disadvantaged pupils (42) 92.80%, case studies and attendance tracking show the work being done.

