

# Pupil premium strategy statement – Wellgate 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	427
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	December 2025 – December 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	Lauren Johnstone
Pupil premium lead	Lauren Johnstone
Governor / Trustee lead	Liza Hay

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,564
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£150,564

# Part A: Pupil premium strategy plan

## Statement of intent

At Wellgate Primary School, our aim is that all pupils, regardless of their background or circumstances, achieve their full academic, social, and emotional potential. Specifically, for our disadvantaged pupils, we aim to:

- Close the attainment gap between disadvantaged pupils and their peers.
- Ensure every pupil has access to high-quality teaching, learning resources, and enrichment opportunities.
- Support pupils' well-being, confidence, and engagement in school life, fostering a love of learning that extends beyond the classroom.

### **How our current Pupil Premium strategy works towards these objectives**

Our Pupil Premium strategy is designed to directly address barriers to learning that disadvantaged pupils may face. We do this through:

- **Targeted academic support:** Focused interventions, small group tuition, and one-to-one support in literacy, numeracy, and other key areas.
- **Quality-first teaching:** Professional development for staff and a curriculum designed to meet the needs of all learners.
- **Enrichment opportunities:** Funding for extracurricular activities, school trips, and cultural experiences to broaden horizons and build confidence.
- **Pastoral and social support:** Programs and resources to support mental health, attendance, and family engagement.

These actions are carefully monitored and adapted to ensure they are having the intended impact on pupil outcomes, enabling us to continually refine our approach to meet pupils' needs.

### **Key principles of our strategy**

Our Pupil Premium approach is guided by the following principles:

1. **Evidence-informed interventions:** We use research and data to identify what works and implement strategies that have proven impact.
2. **Individualised support:** Each disadvantaged pupil is considered as an individual, with interventions tailored to their specific needs.
3. **Early identification:** Barriers to learning are addressed as early as possible to prevent gaps widening over time.
4. **Holistic development:** Academic progress is supported alongside emotional, social, and cultural development.
5. **Accountability and transparency:** We regularly evaluate the effectiveness of our Pupil Premium spending and communicate outcomes to the school community.

Through this strategy, we aim not only to improve attainment but also to empower our disadvantaged pupils with the skills, resilience, and confidence they need to thrive both in school and beyond

## Challenges

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

Challenge number	Detail of challenge
1	<b>Lower prior attainment and gaps in learning</b> Many disadvantaged pupils enter school with skills and knowledge below those of their peers, particularly in literacy and numeracy. This creates a need for targeted support to help them catch up.
2	<b>Limited access to enrichment opportunities</b> Some pupils have fewer opportunities outside school to engage in educational, cultural, or extracurricular activities, which can affect vocabulary development, social skills, and confidence.
3	<b>Attendance and punctuality issues</b> A small number of disadvantaged pupils face challenges with regular attendance or punctuality, which can lead to missed learning and gaps in progress.
4	<b>Social, emotional, and mental health needs</b> Disadvantaged pupils are more likely to experience social or emotional difficulties, including low confidence, anxiety, or lack of resilience, which can impact their learning and well-being.
5	<b>Parental engagement and support</b> Some pupils do not have consistent support at home for learning, homework, or reading, which can affect motivation and progress.
6	<b>Language and communication barriers</b> For pupils whose first language is not English, or who have limited vocabulary, language development can be a barrier to accessing the full 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
<b>Improved academic attainment</b> – Disadvantaged pupils make strong progress in reading, writing, and mathematics, closing the attainment gap with their peers.	<ul style="list-style-type: none"> <li>- Pupils achieve age-related expectations or make accelerated progress as measured by teacher assessments and standardised tests.</li> <li>- Internal tracking shows closing of the attainment gap between disadvantaged pupils and peers</li> </ul>

<b>Enhanced engagement and participation</b> – Disadvantaged pupils access enrichment activities and school trips, increasing confidence and social development.	<ul style="list-style-type: none"> <li>- Increased participation in extracurricular activities and trips.</li> <li>- Positive feedback from pupils and staff surveys.</li> <li>- Improved engagement in classroom activities</li> </ul>
<b>Better attendance and punctuality</b> – Disadvantaged pupils attend school regularly and arrive on time.	<ul style="list-style-type: none"> <li>- Attendance rates meet or exceed national expectations.</li> <li>- Reduction in persistent absence and late arrivals for disadvantaged pupils.</li> </ul>
<b>Stronger social, emotional, and mental well-being</b> – Pupils demonstrate improved resilience, confidence, and emotional regulation.	<ul style="list-style-type: none"> <li>- Reduction in behavioural incidents and pastoral interventions.</li> <li>- Positive outcomes from wellbeing surveys and observations.</li> <li>- Targeted interventions show measurable progress.</li> </ul>
<b>Greater parental engagement and support for learning</b> – Parents and carers are actively involved in supporting learning.	<ul style="list-style-type: none"> <li>- Higher attendance at parent workshops and school events.</li> <li>- Increased engagement with home learning activities.</li> <li>- Positive feedback from parent surveys.</li> </ul>
<b>Improved language and communication skills</b> – Pupils with limited English or vocabulary make accelerated progress in spoken and written language.	<ul style="list-style-type: none"> <li>- Progress in phonics, reading, and oral language assessments.</li> <li>- Teacher observations show improved confidence and communication skills.</li> <li>- Pupils can access the curriculum more independently.</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

Budgeted cost: £22,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for staff in quality-first teaching,	Research shows that high-quality teaching is the most effective way to improve outcomes for disadvantaged	1,6

differentiation, and targeted support	pupils (EEF Teaching and Learning Toolkit)	
Recruitment and retention of experienced staff to ensure consistency and expertise	Stability in staffing supports consistent teaching quality and improved pupil outcomes	1,6
CPD on supporting social, emotional, and mental health (SEMH)	Staff trained in SEMH approaches can better support pupil well-being, reducing barriers to learning	4

## Targeted academic support

Budgeted cost: £82,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group literacy interventions (phonics, reading comprehension)	One-to-one or small group interventions can accelerate learning for pupils below age-related expectations (EEF Toolkit: +4 months impact)	1,6
Numeracy catch-up sessions	Targeted maths interventions have a measurable impact on closing attainment gaps	1
One-to-one tuition for pupils falling behind	Tuition targeted at specific gaps is shown to be effective for disadvantaged pupils	1
Structured language development sessions	Focused oral language and vocabulary support improves reading comprehension and overall attainment	6

## Wider strategies

Budgeted cost: £45,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and SEMH programs	Social and emotional interventions improve wellbeing and academic outcomes (EEF Toolkit: +4 months impact)	4

Attendance monitoring and incentives	Improved attendance is linked to better attainment; targeted support reduces persistent absence	3
Enrichment activities (trips, clubs, cultural experiences)	Access to enrichment supports engagement, confidence, and social development	2
Parental engagement initiatives (workshops, home-learning support)	Involving parents in learning improves pupil outcomes, especially for disadvantaged pupils	5
EAL support and communication programs	Targeted support for language barriers improves access to the curriculum	6

**Total budgeted cost: £ 150,564**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the previous academic year, our school carefully monitored the attainment and progress of disadvantaged pupils across reading, writing, and mathematics, drawing on both national assessment data and internal assessments.

#### National Assessment Data

According to the IDSR:

Year	Co-hort	% School Disadvantaged	% National Disadvantaged	% National Non-Disadvantaged	Gap vs National Non-Disadvantaged
2023	21	43%	44%	66%	-23
2024	19	53%	46%	67%	-15
2025	18	72%	47%	69%	3

This shows that over a three-year period, our disadvantaged pupils have made significant progress. In 2025, 72% of disadvantaged pupils achieved the expected standard across reading, writing, and mathematics, which is **above the national average for disadvantaged pupils** and slightly above the national average for non-disadvantaged pupils. This represents a **positive gap trend**, indicating that the attainment gap is closing.

It should be noted that some pupils' attainment may have been affected by earlier Covid-19 disruptions, and therefore comparisons should be interpreted with caution.

#### Internal Assessment Data

Summative and formative assessments throughout the year have supported these findings. Teacher assessments, internal tracking, and standardised tests confirm that targeted interventions in literacy and numeracy have accelerated progress, particularly for pupils who entered the year below age-related expectations.

#### Wider Issues Affecting Disadvantaged Pupils

Analysis of attendance, behaviour, and wellbeing data indicates that:

- Attendance for disadvantaged pupils improved slightly over the year, though a small number of pupils continue to require targeted support to meet national expectations.
- Behaviour incidents for disadvantaged pupils have decreased due to pastoral interventions and SEMH support programs.
- Wellbeing surveys and observations show increased engagement and confidence among disadvantaged pupils, particularly where enrichment opportunities and pastoral support were provided.

#### Evaluation of Strategy

Overall, the previous Pupil Premium strategy has had a positive impact on disadvantaged pupils' outcomes. The intended outcomes of improving attainment, closing gaps, enhancing wellbeing, and increasing engagement were largely met:

- **Working well:** Targeted academic interventions, small-group support, and enrichment activities contributed to strong academic progress and improved engagement. Pastoral and SEMH support positively impacted wellbeing and behaviour.
- **Areas for development:** Attendance for a small number of disadvantaged pupils remains a focus, and further work is needed to ensure parental engagement consistently supports learning at home.

### Conclusion

We are **on target to achieve the outcomes of the current strategy**, building on the success of the previous plan. The progress made demonstrates that targeted, evidence-informed interventions, combined with pastoral and enrichment support, are effective in improving outcomes for disadvantaged pupils. Moving forward, we will continue to refine these approaches to ensure all pupils can achieve their full potential.

## 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
SEMH / wellbeing programme	One Life
Play Therapy	equiPT
Extra-curricular enrichment / after-school clubs	Primary Sports Coaching