

Pupil premium strategy statement – Wilbraham 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	576
Proportion (%) of pupil premium eligible pupils	64%
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)	2025-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	C Clowes
Pupil premium lead	Sarah Ikin
Governor / Trustee lead	Yasmin Chowdury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£489, 345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year <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>	£

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that research led practice is used readily to support the teaching of PPG children
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour.
- Ensuring that the PPG reaches the pupils who need it most.

Our implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our academy development planning is rooted in evidence informed practice; using robust evidence alongside professional expertise to make decisions. We engage in-school monitoring and an annual Pupil Premium review with colleagues from The Aspire Educational Trust to ensure our approach is effective (adapting provision, ceasing or amending interventions that are not having the intended impact).

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils

- Ensuring 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
- When 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 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our tiered approach

To prioritise spending, we use a tiered approach, to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. **Teaching** – ensuring high quality teaching for all pupils.
2. **Targeted Academic Support** – evidence informed interventions.
3. **Other Wider Strategies** – addressing non-academic barriers to learning

Achieving these objectives:

The range of provision for this group include and would not be inclusive of:

Teaching Strategies

- Engagement further development of the writing cycle with Director of English (Aspire)
- Engagement in Year group cluster groups with the MAT
- Regular focus for training in staff meetings throughout the year on developing the writing cycle
- Staff engagement in joint book looks for in house moderation and MAT moderation sessions.
- Embedding of spelling programme from RWInc – Years 2-6
- To continue to embed explicit metacognition and self-regulation strategies into all curriculum areas
- Engagement in the OakAcademy materials to support the teaching of maths
- Engagement in NCETM Maths Hub.
- Using Mastering Number across EYFS and KS1
- Training staff using Mastering Number in KS2 and embedding this
- Use of PIVATS and the Engagement Model to plan individual support for SEND children

- CPD programme to support children with SEND needs within the classroom – Adaptive practice, Dyscalculia, Dyslexia and SEND EEF guidance report.
- Oracy – Embedding a talk curriculum – Voice 21

Targeted Academic Support

- Continued training for TAs - for RWInc in EYFS, BR@P in KS1, fluency / Inference in KS2
- Interventions planned and targeted according to barriers during termly PPMs.
- Monitoring of impact of targeted support.
- Continued implementation and further development of RWI – up front training, follow on support, use of materials, coaching relationships with peers
- Phonics sessions for all children in Y2 and then move to targeted sessions for children who need this
- Targeted phonics sessions across KS2
- Spelling sessions from Year 2-6
- Small group tuition focusing on development of reading skills.
- Daily assessment for same day interventions and individual feedback for these pupils daily.
- Pupil voice to tweak approach used.
- Identified children to attend additional before and after school individual and small group sessions.
- Ongoing assessments to priorities next steps, with communication between tutor and teacher.
- Use of pre-teaching as part of tuition sessions.
- Targeted grouping across Year 6
- Speech and language therapist employed within school to work with identified children and develop staff training.
- 1:1 interventions and group interventions focusing on language development, use of language and social skills

Wider Strategies

- Forest School - onsite and at Alderley Edge
- Bespoke provision to support children with SEMH needs.
- Free breakfast club open to all pupils – Early Adopter
- Education Case workers who work on bespoke programmes of support for children as needs are identified
- Subsidized trips and residentials
- New book bags for all children
- Parent workshops
- Parent sessions – stay and read, stay and present etc
- Attendance officer and Vice Principal to support core families and improve school attendance

Challenges

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

Challenge number	Detail of challenge
1	Fewer enriching life experiences (as a stimulus for other learning, and making links in learning)- limited experiences which impact on children reaching ARE.
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Weaker basic skills on entry into school – communication Low Language levels (SALT ,EAL) 2 nd / 3 rd Generation EAL learners. This is also impacted on by the effects of the national lockdown and lack of access to technology and resources to support learning at home
4	Attendance and Punctuality Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers and to be attend school
5	Socio –economic disadvantages- i.e poverty / housing issues
6	Lack of aspirations and parental involvement – lack of value placed in education Poor parental engagement in reading at home

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
The gap between disadvantaged and non disadvantaged pupils in school will have closed	Data will show that it is inline with the National average Gaps in skills are identified and addressed. Targeted interventions have measurable impact. Maths fluency skills are age appropriate. Pupils are able to apply their maths to a range of contexts more confidently. Punctuation and spellings are age appropriate. Pupils are able to write for a range of purposes. Strategies to decode texts are secure for all children. Enjoyment of reading is evident from all children. Fluency in particular is improved and blending skills more developed. Parental engagement to support reading is increased.
Close the gap between disadvantaged and non disadvantaged pupils absence in school	Data will show that attendance across all groups is in line or above the National Average Breakfast club numbers will increase

Children's speech and language and oracy skills are in line with age related expectation.	Data will show that more children leaving Nursery will be inline with benchmarks set from Wellcomm Children engaging fully in teaching and learning. Speech and Language needs are addressed. Children can communicate with peers and adults fluently. Children have well-developed oracy skills which are seen across the curriculum.
Children are able to manage emotions and their wellbeing so that they can access the curriculum fully.	Early identification and help for children's needs; targeted and clear actions put in place to support. Education Case workers maintain effective relationships with key families.

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Read Write Inc to secure stronger phonics teaching for all pupils Training for all staff delivered by Read Write Inc team Spellings – implement and embed the Read Write inc spelling Programme from year 2-6	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Phonics Toolkit Strand	1 2 3
Reading – training for all staff to develop comprehension skills in the classroom Reading Plus – all children across year 4/5/6 to access this – teacher training	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. As a result we will moderate and train all of our staff to ensure consistency off judgment EEF- Literacy Literacy	1 2 3 6
Writing - to embed and refine a clear writing process		1 2

in KS2 and KS1 using the Herts for Learning Documentation to create and develop enthused and confident writers. Engagement in year group clusters and moderations with the MAT Internal book looks and moderation Regular focus of staff training throughout the year 1:1 coaching support and moderation support from the English Team	The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.	3 6
Use of Oak Academy resources and Mastering Number to ensure disadvantaged pupils can develop their fluency in maths. Maths - staff training and coaching to continue using Oaks Academy materials Termly meeting with Maths Director – planning in team 1:1 planning and coaching with Maths Lead and SLE for Aspire on a weekly basis Direct teaching and paired teaching across all phases Lead across school to support the development of NCETM Mastering Number.	Use manipulatives and representations to develop understanding. EEF Improving Mathematics in EYFS and KS1	1 2 3
Embed Oracy framework across the curriculum Implement and embed Oracy across school, in all classrooms and in subject lessons following both the Trust and schools plan – Wilbraham is the lead for this Regular Oracy staff meetings and Inset days are timetabled and delivered to support the teaching and	The focus is on developing pupils' use of speech, expressing their thoughts, actively listening and communicating effectively. EEF Oral Language Interventions	1 2 3 4 5 6

learning of Oracy and embed strategies within teaching practices.		
CPD - focus on the development of the schools approach to the Engagement Model for specific children Further training in bespoke assessments for SEND children including PIVATS and Standardised assessments Training links to be developed with specialist school network for specific staff Wellcomm training for EYFS staff for all children Development of Communication Friendly classrooms – further training	EEF - Special Educational Needs in Mainstream Schools Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.	1 2 3

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

Budgeted cost: £ 240,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual intervention programmes for targeted children for phonics and early reading skills. Individual programmes of reading support for identified children - BR@P, Lexia Small group tuition focusing on development of reading skills. Y3 and Y2 additional booster sessions with a teacher Phonics sessions for all children in Y2 and then move to targeted sessions for children who need this from October half term Helicopter Stories and RLP Effectively identify the gaps in pupil knowledge through individual assessments, pop tests and data analysis - this will be discussed at termly PPM's	EEF Small Group Tuition Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. EEF - Lexia Core 5	1 2 3 4 5 6

Small group TA/teacher interventions in maths and English in year 1-6 Teacher led interventions to focus on misconceptions from the taught sessions Mastering Numbers intervention groups WELLCOMM assessment to be used and supported by speech and language assistant across nursery and reception from September 2025 Lexia development across school – use of skill builders and specific lessons across KS2 – teacher input for this Reading Plus introduced across Year 4/5/6 Sensory Circuits - 5x a week for pupils identified to attend the intervention	EEF Teaching Assistant Interventions - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has on average a +4 month progress impact.	
Pre-teaching and same day interventions and targeted 1:1 sessions additional to lessons to consolidate, reinforce learning (before school sessions for targeted pupils)	Recommendation 2: Use TAs to add value to what teachers do, not replace them Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions EEF Making Best Use of Teaching Assistants 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	1 2 3
Speech and language therapist employed to work with identified children and develop staff training. Individual and group speech and language interventions in place across school including - Colourful Semantics, Blanks Develop and embed Attention Autism – bucket time Occupational Therapist employed ½ a day per week to work with identified children and develop staff training – focus on sensory regulation Use of Flash Academy to support SEND and EAL children	EEF - Special Educational Needs in Mainstream Schools In addition to good teaching for all pupils, some pupils will need specialist intervention, often delivered by a trained professional. The SEND Code of Practice advises that when ‘a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. EEF - Using Digital Technology to Improve Learning	1 2 3 5

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Caseworker support for vulnerable children and families across school, including parenting and supporting SEMH Attendance officer to support core families and improve school attendance EBSA Work in place for identified children The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support. Volunteer parent readers All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement. - Subsidized trips and residentials. - Free breakfast club open to all pupils. Early Adopters Breakfast Club Extend the offer of food across school -focus on punctuality and hungry children – late plate	EEF – Parental Engagement We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading - the involvement of parents in their children's learning activities; more intensive programmes for families in crisis.	1 4 5 6
Wider teacher/SLT presence - welcoming pupils into school in the morning and being available for parents and carers to talk to Attendance lead monitoring attendance with a specific focus on persistent absences; proactively engaging with parents and carers and external services to support attendance.	EEF – Parental Engagement We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading - the involvement of parents in their children's learning activities; more intensive programmes for families in crisis.	4 5 6

In line with local authority guidance on attendance, senior leaders and the attendance team conduct meetings with parents to support attendance		
SEMH support through Education Case Workers, Forest School, SENCO and behaviour lead. SEMH interventions - bespoke and focusing on CBT, Self esteem and Resilience, bereavement, anxiety and worries Mental Health First Aiders available for pupils	EEF - Social and Emotional Learning Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	1 2 4 5

Total budgeted cost: £ 440,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 data

Reading - % Achieving Expected Standard	School			LA	National - 2025	
	2023	2024	2025	2025	Same	Comp.
All Pupils	57.8%	65.5%	70.1%	71.8%	75.0%	
Disadvantage						
Disadvantaged	46.3%	60.4%	69.6%	65.8%	63.0%	81.0%

Writing - % Achieving Expected Standard	School			LA	National - 2025	
	2023	2024	2025	2025	Same	Comp.
All Pupils	65.6%	69%	70.1%	67.3%	72.0%	
Disadvantage						
Disadvantaged	55.6%	69.8%	67.9%	60.3%	59.0%	78.0%

Maths - % Achieving Expected Standard	School			LA	National - 2025	
	2023	2024	2025	2025	Same	Comp.
All Pupils	70%	71.3%	71.3%	71.9%	74.0%	
Disadvantage						
Disadvantaged	57.4%	67.9%	66.1%	64.1%	61.0%	81.0%

Teaching Strategies

- All teachers received training on the writing cycle, Oaks Academy, Mastering Number, small step maths progression, Oracy and Metacognition throughout 2024-25
 - Small steps of progress pedagogy seen in each class
 - Staff implemented the metacognitive strategies within in the classroom and across the curriculum to help children know and remember more
- The writing curriculum was successfully implemented and led to an increase in the writing opportunities for all pupils. The writing lead worked closely with year group teachers throughout the year to support the implementation and planning of some of the writing units. There was also a thorough moderation process throughout the year, where teachers tracked the progress of pupils (proportionally represented by disadvantaged learners) as a means of benchmarking. All teachers also attended trust moderation sessions and there was continued CPD through termly staff meetings.

Targeted Support

- The staffing was deployed effectively across KS1 and Year 6
- Pupil progress meetings are a collaborative way of identifying pupils that require further support or intervention to improve academic achievement. Depending on the type of intervention required that then determined who (as in which staff member) delivered the intervention.
- Targeted support through the teacher small group model showed impact on progress and attainment – as did the tuition programme for small group SATs boosting
- Year 6 additional support was used for the class teacher to target specific children in smaller groups in addition to the Maths and English lessons – this led to an increase in all subjects of children on track to be ARE by the end of summer term
- High quality small 1:1 and small group tuition for phonics in EYFS and KS1 - implemented in Spring 2 and Summer term across Reception and KS1. In Summer term phonics introduced to nursery cohort which has had a positive impact

- Targeted additional teacher support in summer term across all areas of GLD to ensure children attained GLD by the end of reception
- Daily readers and Lexia were implemented with success - 100% of the children who use the Lexia programme made progress in reading - this was measured via the levels of improvements and also through YARC assessments (where applicable)
- The use of Flash Academy supported EAL/SEND PP learners - this has had a positive impact on the children's confidence and English language development.
- Small group bespoke literacy and maths groups continued across KS1 and KS2 to support the small step progression of SEND children with targeted and specialist support - all children made expected progress when tracked via PIVATS
- We continued to employ SALT directly in school. Additional TA and teacher training took place to ensure they have access to the most up to date training packages and increased sessions on the timetables across KS1 for identified children with SALT needs - the impact of this support has been more children receiving targeted interventions and some of the children have now been discharged with age appropriate skills or long term strategies for support within the classroom

Wider Approaches

- Children showing signs of anxiety and struggling to settle needed additional mentoring support to ensure they accessed their learning and re-established relationships - Children were identified on a termly basis from CPOMS, Pupil progress meetings and observations within the classroom and on the playground. 1:1 sessions, small group sessions and whole class support were put in place. The children will continue to be supported by the welfare and inclusion team into Autumn 2025
- Forest Schools – over 60 children accessed the session in 2024-25
- The school also made 18 referrals to CAMHS and M Thrive for further additional specialist support and 14 children were offered appointments via M Thrive
- Breakfast Club continues to be free on a daily basis and over 170 children attend each day