

Pupil Premium Strategy Statement 2025-2026

Wentworth 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	438
Proportion (%) of pupil premium eligible pupils	15%
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)	2023 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher
Pupil premium lead	Deputy Headteacher
Governor / Trustee lead	Catherine Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105 776
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£105 776

Part A: Pupil premium strategy plan

Statement of intent

Our approach to learning for all children, irrespective of background or challenges, is encapsulated in our school motto: Striving for Excellence. We believe this enables all children to become successful learners for life. Our curriculum and wider school experiences provide all our children with a rich range of learning opportunities aimed at developing the whole child - academically, physically, artistically, socially and spiritually - as well as supporting them to develop resilience and positive mental health.

Our intents for pupil premium children in 2025 - 2026 are:

- We aim for all pupil premium children (PP) to accelerate progress and to close gaps in learning to enable pupils to achieve the same level of progress as their non disadvantaged peers.
- Decisions about the allocation of pupil premium funding are based around principles of equity, excellence and effectiveness. We will consider all groups of vulnerable pupils, those with social workers and our young carers, regardless of whether they are disadvantaged or not.

The pupil premium funding is used by the school to address any underlying inequalities between children by ensuring that funding reaches the pupils who are entitled and those who are vulnerable. The impact in educational attainment from the expenditure of the pupil premium funding is reflected in the results of the school. It also impacts on the positive behaviour and well-being of the children. The school has termly monitoring and support systems in place to improve outcomes for all pupils, including those who are most vulnerable.

- High-quality teaching is provided for all our pupils and interventions and support are targeted to improve progress for disadvantaged, vulnerable and non-pupil premium children.
- All staff take responsibility for the outcomes of disadvantaged and vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal data shows that a small number of pupil premium children with SEND do not always achieve in line with their peers.
2	A small number of pupil premium children struggle with issues around their mental health, which has an adverse effect on progress and attainment.

3	Poor language and communication skills of pupil premium children in EYFS, Year 1 and Year 2 impact on standards of reading (identified using Speech Link early screening).
4	To ensure regular attendance of pupil premium children identified by the attendance officer.

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
Challenge 1: Pupil premium children with SEND achieve outcomes that are in line with their peers.	The attainment gap between pupil premium children with SEND is closing so that more of these children achieve in line with their peers.
Challenge 2: To meet the social, emotional and mental health needs of identified pupils and their families/carers.	Families/carers are supported in engaging with provision in school and access to external agencies. Pupils benefit from individual and group sessions and are calmer and less anxious.
Challenge 3: To provide high quality intervention to support pupil premium children with word reading and comprehension.	ELG, Phonics and Key Stage 2 outcomes will show year-on-year improvement in the number of pupil premium children meeting age-related expectations.
Challenge 4: The attendance officer monitors attendance of pupil premium children and challenges anyone below national to achieve improved attendance.	School will maintain good relationships with parents/carers and attendance percentages over the school year will improve to over national (92.4%) for this group of pupils.

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: £52821.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase and use standardised diagnostic assessments (PIRA, GAPS and PUMA).	Standardised tests provide reliable information about specific strengths and weaknesses of each pupil premium child, highlighting areas needing support through interventions. <i>RS Assessment: Hodder Education</i>	1, 3
To provide targeted small-group support to help close the gap in phonics, English and maths.	Developing training and best practice models for learning support assistants to deliver interventions which impact pupil progress. <i>EEF: Making Best Use of Teaching Assistants</i>	1, 3

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

Budgeted cost: £17440

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed Place Value of Grammar and Punctuation (PVPG) curriculum alongside direct teaching of writing skills.	Pupils will become secure in their use of correct grammatical sentence structures and will be confident writers. <i>Grammarsaurus Research, Training and Resources</i> <i>The Writing Framework - DfE</i>	1, 3
To screen identified pupils using Speech and Language Link and set up appropriate interventions.	Supporting children to use the correct speech pronunciation will support them to make progress in phonics and reading. Supporting pupils to improve their understanding and use of language will support them in all areas of the curriculum.	1, 3

	<i>Evidence based speech and language platform</i>	
To provide high quality intervention to support pupil premium children with word reading and comprehension.	Evidence suggests that engaging pupils with reading for enjoyment early on and early intervention to close gaps supports good outcomes at all stages of education. <i>Department for Education: The Reading Framework 2021</i>	1, 3

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

Budgeted cost: £35,514.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
The attendance officer will monitor and challenge attendance below National.	Pupils who regularly miss school do not achieve in line with their peers and make less progress. <i>Department for Education data analysis</i>	1, 3, 4
The mental health lead will support pupils' pastoral needs (1:1 or in small groups).	Pupil premium children have opportunities to talk through their difficulties and then engage with learning. Social and emotional needs met. One-to-one sessions for pupils with who need them. Referrals to outside agencies. Trained mental health lead in school. <i>Department for Education: Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges</i>	1, 2, 4
Pupil premium pupils will be encouraged to join in with lunch time and after-school clubs. Financial support will be offered where appropriate.	Pupil premium children are motivated and keen to participate which impacts their learning. Trained PE teacher/subject leader targets pupil premium children to join lunchtime and after school clubs.	1, 2
The Relax Kids and MiniMe Mindfulness programmes will be offered to all pupils (class sessions, after-school club and 1:1 sessions).	Outside providers teaching relaxation and mindfulness techniques and strategies to cope with stress. Individual sessions for identified needs.	1, 2

Total budgeted cost: £105 776

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the statutory tests submitted to the DfE, data indicates that PP pupils are achieving well at Wentworth Primary School:

- Year 1 phonics screening check - 4/9 PP pupils passed the screen
- Year 4 multiplication tables check - 8/12 PP pupils scored 20/25 or above
- Year 4 multiplication tables check – 6/12 PP pupils scored full marks
- Year 6 83% (5/6) PP pupils achieved expected or above in Reading (significantly above National 2024)
- Year 6 83% (5/6) PP pupils achieved expected or above in Maths (significantly above National 2024)
- Year 6 67% (4/6) PP pupils achieved expected or above in Writing (above National 2024)
- Year 6 50% (3/6) PP pupils achieved expected or above in RWM Combined (above National 2024)

Some of the actions that have contributed to good outcomes for pupil premium pupils are:

- In July 2025, the attendance of pupils eligible for pupil premium was 92.9% (above National).
- All class teachers and teaching assistants had training from the Educational Psychologist on the precision monitoring intervention and have implemented it in their classes.
- A trained mental health lead is employed full-time to work across the school day supporting pupils with issues such as bereavement, worries about home and school and separation anxiety.
- The Relax Kids programme has supported every child in Year 1-6 with a six-week programme of classes. Individual sessions for identified pupils have included pupils in Key Stage 1 and 2. An after-school club has been targeted at pupil premium children. Feedback from parents has been very supportive and positive. This feedback evidences that strategies are being used at home and in school.
- There have been clubs in place where pupil premium pupils have been prioritised and introduced to a range of sports through taster sessions. These clubs have included tag rugby, karate, archery and IROCK. At the school's discretion, school has partially funded trips (including the Year 6 residential trip) for pupil premium children, paid for swimming lessons, provided PE and swimming kits, funded instrumental lessons and paid for other resources needed for learning.

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
Relax Kids	Relax Kids Ltd.
Neurolinguistic Programming (NLP)	NLP trained member of staff
Speech and Language Link interventions	Speech and Language Link
Little Wandle Phonics Scheme	Collins Primary Education
Place Value of Grammar and Punctuation	Grammarsaurus

