

Pupil Premium Strategy Statement 2026-2027

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	444
Proportion (%) of pupil premium eligible pupils	11%
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)	2025/2026 to 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs D Dack Headteacher
Pupil premium lead	Mrs J Tinsley Deputy Headteacher
Governor / Trustee lead	Mrs C Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112 561
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£112 561

Part A: Pupil premium strategy plan

Statement of intent

At Wentworth Primary School, we have identified 49 pupils (11%) out of 444 pupils who are eligible for Pupil Premium Grant (PPG) targeted funding. Of these 49 pupils, 16 pupils (33%) have identified special educational needs (SEND), of which 6 pupils have an Education Health and Care Plan (EHCP) in place.

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, creatively, socially and spiritually - as well as supporting them to develop resilience and positive mental health.

Our intents for pupil premium children in 2026 - 2027 are:

- For all pupil premium children (PPG) to accelerate progress and to close gaps in learning to enable pupils to achieve the same level of progress as their non disadvantaged peers.
- For more PPG pupils working at the age-related expectations to achieve the greater depth standard.
- To provide consistently high-quality teaching and interventions with targeted support to improve attainment and progress for PPG children.
- To ensure staff take responsibility for the outcomes of disadvantaged and vulnerable pupils.

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.

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.

Challenges

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

Challenge number	Detail of challenge
1	33% of PPG pupils (16/49 pupils) also have identified SEND needs which will impact achieving attainment in line with their peers.
2	84% of PPG pupils with no SEND (21/25 pupils) in KS1 and KS2 achieve the expected standard in reading, writing and maths. However, PPG pupils do not achieve the greater depth standard in line with their non disadvantaged peers.
3	43% of PPG pupils (21/49 pupils) receive some level of pastoral/SEMH support, indicating that low self-esteem and social and emotional issues pose difficulties for this group of pupils.
4	Internal data shows that a small number of pupil premium children (10%) have low attendance which has an adverse effect on progress and 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
Challenge 1: Pupils with special educational needs will receive targeted support to develop basic skills in reading, writing and maths.	Whole school data in 2027/2028 show that the attainment gap between PPG pupils with SEND and all other pupils has decreased by 20%.
Challenge 2: Pupils working at the expected standard will improve attainment to greater depth in core subject areas.	Whole school data in 2027/2028 show that 10-20% of PPG children achieve the greater depth standard in reading, writing and maths.
Challenge 3: Pupils with SEMH needs will develop strategies to support self-regulation and engagement in the curriculum.	By 2027/2028, the number of pupils requiring targeted 1:1 pastoral support will reduce by half.
Challenge 4: Pupils with low attendance will be monitored by the attendance office with plans put in place to increase attendance.	Attendance data over time will show improvement in overall attendance for tracked 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: £2561

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase and use standardised diagnostic assessments (Salford Word Reading Tests, 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, 2
Training for staff to ensure a range of teaching strategies are used effectively to support all learners (Rosenshine's Principles).	By adapting teaching to pupils' needs and prior knowledge, teachers may be able to support, stretch, and challenge pupils' learning more effectively. <i>EEF: Within Class Attainment Grouping</i>	1, 2

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
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 as well as provide them with the language to articulate their social, emotional and mental health needs.	1, 3

	<i>Speech and Language Link: Evidence based speech and language platform</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5500

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, 2, 3, 4
To deliver a programme of high quality social emotional interventions to small groups of pupils.	Social and emotional learning approaches have a positive impact on academic outcomes over the course of an academic year. <i>EEF: Social and emotional learning</i>	1, 2, 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
PPG pupils will be encouraged to join in with lunch time and after-school clubs – one free space will be allocated in every school and externally run club on offer.	Research shows that disadvantaged pupils who join in with school-based extracurricular activities gain higher academic results, better social and emotional skills, improved school attendance, and greater self-confidence compared to peers who do not take part. <i>Centre for Young Lives</i>	1, 2, 3, 4

Total budgeted cost: £112 561

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

- Year 1 phonics screening check – 6/7 PPG pupils passed the screen
- Year 2 phonics screening check – 9/10 PPG pupils passed the screen by the end of KS1
- Year 4 multiplication tables check - 7/10 PPG pupils scored 20/25 or above
- Year 4 multiplication tables check – 4/10 PPG pupils scored full marks
- Year 6 56% (5/9) PPG pupils achieved expected or above in Reading
- Year 6 56% (5/9) PPG pupils achieved expected or above in Maths
- Year 6 67% (6/9) PP pupils achieved expected or above in Writing (above National 2025)
- Year 6 56% (5/9) PP pupils achieved expected or above in RWM Combined (above National 2025)

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

- In July 2026, the attendance of pupils eligible for pupil premium was 95.7% (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.
- There have been clubs in place where PPG pupils have been prioritised and introduced to a range of sports through taster sessions. These clubs have included tag rugby, karate, archery, Happy Healthy Minds and IROCK.
- All external clubs are now offering one paid place for PPG pupils to access (internal clubs continue to be free for all pupils).
- At the school's discretion, school has partially funded trips (including the Year 6 residential trip) for PPG children, paid for swimming lessons, provided PE and swimming kits, funded instrumental lessons and paid for other resources needed for learning.

Some of the boundaries that contributed towards a lower Year 6 SATs pass rate in the 2025-26 cohort are:

- Low attendance
- SEND needs (including SEMH / behavioural needs)
- Traumatic life events such as bereavement, domestic violence and family separation
- Pupils who were young carers

It is important to note that these pupils made good progress from their starting points as evidenced through ongoing assessment information.

Externally provided programmes

Programme	Provider
Mindfulness and emotional well-being	Happy Healthy Minds
Speech and language interventions	Speech and Language Link
Little Wandle Phonics Scheme	Collins Primary Education

Place Value of Grammar and Punctuation	Grammarsaurus
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