

Pupil Premium Strategy Statement

Wessex Primary School

This statement details our school's use of pupil premium (and recovery 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	320
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tim Beavan
Pupil premium lead	Tim Beavan
Governor / Trustee lead	Naomi Churchill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£140,040

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations and ambitions for all of our pupils and we believe that every pupil should have the opportunity to reach their full potential regardless of their background or lived experiences. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including those pupils who have higher attainment.

Pupils who have or have ever had a social worker or are young carers may also be included within our pupil premium plan. It is for this reason that we look to utilise our pupil premium budget to benefit all pupils, regardless of whether they eligible for pupil premium or not.

We aim for all pupils to receive quality first teaching which is proven to have the largest impact on pupils' learning and close the disadvantaged attainment gap whilst also ensuring that non-disadvantaged pupils benefit from this approach also. For this reason, quality first teaching is the main focus for our plan

As a result of the above, our key principles of our Pupil Premium plan are as follows:

- All pupils will be challenged in their work
- Teaching and learning opportunities will meet the needs of all of our children, including those belonging to vulnerable groups.
- Any interventions will be carefully targeted, specific to the child/groups and purposeful.
- Intervention will be at the earliest opportunity to have the maximum impact.
- Not all children who receive free school meals will be disadvantaged.
- Not all children who are disadvantaged are registered or qualify for free school meals.
- All staff will take a shared responsibility in a whole school approach to improve outcomes and raise expectations for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment, observations and discussions with staff indicate that disadvantaged pupils attain less well than non-disadvantaged pupils. This is evident from when pupils start school. On entry to Reception class, disadvantaged pupils arrive below age related expectations compared to non-disadvantaged pupils. This gap remains throughout the school.</p> <p>KS2 Data for 2023 demonstrates that 10% of disadvantaged pupils achieved the expected standard in reading, writing and maths compared to 42% for all pupils. This trend is evident across all years in the school.</p>
2	<p>A high proportion of our pupils eligible for pupil premium have additional learning needs;</p> <ul style="list-style-type: none"> • 5.5% of our PP children are SEN E (Have an EHC Plan) • 21.1% of our PP children are SEN K • A further 20% of our PP children are closely monitored by the class teachers and SENDCo through quality first teaching and progress meetings.
3	<p>Our assessments, observations and discussions with staff, families and pupils suggest social and emotional issues for many pupils. These issues were exacerbated by the COVID-19 pandemic and still remain. Analysis indicates that social and emotional challenges for pupils are increasing and pupils being referred to receive social and emotional support is increasing.</p> <p>There are also higher numbers of disadvantaged pupils who require external professionals' support compared to non-disadvantaged pupils. This impacts pupils' education and wellbeing which is seen through pupils' low emotional resilience and behaviours for learning. This leads to significant knowledge gaps. As a result, pupils are falling further behind age-related expectations.</p>

Our attendance data indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

	All pupils	Disadvantaged	Non-disadvantaged	Disadvantaged gap
2022-2023	93%	89%	93%	4%
2021-2022	93%	90%	94%	4%
2020-2021	94%	90%	95%	5%

Levels of persistent absence continues to increase, particularly for disadvantaged pupils:

	All pupils	Disadvantaged	Non-disadvantaged	Disadvantaged gap
2022-2023	22%	39%	18%	21%
2021-2022	22%	43%	17%	26%
2020-2021	12%	29%	8%	21%

4

5

Data, observations and discussions with families indicates that a higher percentage of our families are financially stretched or are considered to be From IDACI data, 37% of our children families are financially stretched or in urban adversity. Disadvantaged pupils have fewer enrichment opportunities available to them than non-disadvantaged pupils. Disadvantaged pupils attend school-based clubs and enrichment activities less than non-disadvantaged pupils. Families of disadvantaged pupils contribute less to school trips and experiences than families of non-disadvantaged pupils.

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
<p>Improved attainment among disadvantaged pupils.</p> <p>On track – metrics show an improvement in disadvantaged pupil data in most assessment points across the school</p>	<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress based on a range of criteria including reading ages and assessment scores. The disadvantaged attainment gap narrows. SEND provision plans are used to target individual children’s needs to improve their attainment.
<p>Attainment of disadvantaged pupils who also have SEND needs improves.</p> <p>On track – qualitative data shows that lesson instruction includes greater percentage of participation ratio techniques. Yet to see if this is having an impact.</p>	<ul style="list-style-type: none"> Provision meets the needs of disadvantaged pupils, who also have SEND demonstrated through observations and data. Provision plans demonstrate an increased access to learning for pupils during whole class teaching. Lesson inputs are delivered in a way which allows for all pupils to be included.
<p>Pupils in the school have higher levels of engagement in learning and improved levels of wellbeing and emotional resilience, particularly for disadvantaged pupils.</p> <p>On track – Observations confirm that lesson inputs are more inclusive and provision plans show improved access to learning following CPD delivered through in 2024 and 2025.</p>	<p>High levels of pupil wellbeing and engagement demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations; an increase in participation in enrichment activities, particularly among disadvantaged pupils; fewer significant behavioural incidents recorded.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>On track – pupil attendance data for 2024 and 2025 improved for all pupils and disadvantaged pupils. Persistent absence rates decreased for all pupils and disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%; • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.

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: £65,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Membership to PiXL, including use of and analysis of diagnostic assessment papers.</p> <p>Training for staff to ensure assessments are administered and analysed correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2
<p>Continuation of embedding teaching toolkit for Wessex.</p>	<p>Doug Lemov and Tom Sherrington strategies have proven to be effective in whole class delivery to engage and meet the needs of a whole class grouping of pupils.</p>	1, 2
<p>Membership to English scheme for writing that follows EEF and DfE guidance.</p> <p>Training for staff to ensure scheme is implemented.</p> <p>Fund teacher release time to embed key elements of guidance in school</p>	<p>Literacy Tree is fully sequenced to teach writing composition strategies through modelling and supported practice.</p> <p>Telling the story: the English education subject report</p> <p>EEF: Improving Literacy in Key Stage 2</p>	1, 2
<p>Membership to English scheme for reading that follows EEF and DfE guidance.</p> <p>Training for staff to ensure scheme is implemented.</p> <p>Fund teacher release time to embed key elements of guidance in school</p>	<p>Literacy Tree is fully sequenced to teach reading comprehension strategies through modelling and supported practice</p> <p>Telling the story: the English education subject report</p> <p>EEF: Improving Literacy in Key Stage 2</p>	1, 2
<p>Enhancement of our maths teaching and curriculum</p>	<p>Number fluency is often a barrier to mathematical problem solving in upper KS2</p>	1,2

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>and beyond. To help close this gap, we have implemented the 'mastering number' DfE-funded MathsHub programme.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Early numeracy approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p>Membership to curriculum scheme for foundation subjects.</p> <p>Training for staff to ensure the curriculum is planned.</p> <p>Release time for subject leaders to monitor.</p>	<p>The Kapow scheme offers a broad and balanced curriculum that stretches and inspires children and supports the development of their knowledge and skills.</p>	<p>1, 2</p>
<p>Resourcing for EYFS outdoor provision</p>	<p>EEF: Physical development approaches</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase specialist advisory teacher service for small group interventions and building TA capacity.	<p>Specialist advisory teachers work in partnership with school to meet the needs of individual pupils and support mainstream provision for special educational needs.</p> <p>EEF: Small Group Tuition</p> <p>EEF: Making Best Use of Teaching Assistants</p>	1, 2, 3, 4
<p>Implement structured phonics intervention programme in KS1 and KS2.</p> <p>Widen reach of programme to interventions across KS2, providing daily gap-closing interventions.</p>	<p>A detailed baseline assessment of all children's reading across all year groups has identified where some children beyond Y1 are either still not quite secure in their reading, or not fluent enough. This is the primary barrier to overcome for these pupils to make accelerated progress.</p> <p>EEF: Phonics</p>	1, 2, 4
<p>Targeted support groups (small groups and 1:1) for identified areas, such as:</p> <ul style="list-style-type: none"> - Curriculum based targeted support - Precision Teaching - Phonics - Speech and Language - Emotional Literacy (ELSA) 	<p>PiXL therapies provide defined and targeted interventions.</p> <p>EEF: Phonics</p> <p>EEF: Small Group Tuition</p> <p>EEF: Making Best Use of Teaching Assistants</p>	1, 2, 3, 4

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

Budgeted cost: £15,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychology service	DfE: Educational Psychology Services: Workforce Insights and School Perspectives on Impact	1, 2, 3, 4, 5
Whole staff training on behaviour management, developing school ethos and improving behaviour.	Both targeted interventions and universal approaches can have positive overall effects. EEF: Behaviour interventions	2, 3, 4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 3, 4
Subscription to Jigsaw planning	'Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.'	1, 2, 3
Parent workshops to share key information about the school, such as the behaviour policy. Parent workshops with a range of external professionals.	Levels of engagement with school increase through parents' events. School staff and families work together effectively to support children and help them make the best progress possible. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4
Funding of breakfast club / after school club or extra-curricular clubs for pupils eligible for Free School Meals	Pupils attending school on specific days or arriving in time for the start of the day will be more enthused for learning and therefore, more engaged.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a	1, 2, 3, 4, 5

	small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 140,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Objective 1: Improve attainment among disadvantaged pupils

- EYFS: Both Pupil Premium and non-PP outcomes have risen since 2023, confirming that improvements in early language, number, and fine-motor provision are benefiting all pupils.
- Phonics: Disadvantaged pupils consistently outperform the national average for all pupils (81.8% vs 80% in 2025), demonstrating the strength of our early reading approach and fidelity to our SSP.
- KS2 SATs: The combined Reading, Writing and Maths gap has more than halved since 2023 (-55 pp to -36 pp), with strong gains in writing and a significant recovery in reading and GPS after the 2024 dip. Maths remains our largest gap, but the trajectory is upward.
- Year 4 MTC: While the PP–non-PP gap is the smallest in four years, overall fluency remains a priority. Our PiXL times tables interventions and structured scheme introduced in 2024–2025 are already showing promise, and we expect a marked uplift in 2026 tracking the Year 3 cohort of 2025.

KS2 Impact Narrative (2023-2025)

Since 2023, disadvantaged pupils at Wessex Primary have made gains across all core subjects, demonstrating the positive impact of our strategy:

Combined Reading, Writing & Maths (RWM):

In 2023, only **11%** of disadvantaged pupils achieved the expected standard compared to **66%** nationally (gap **-55 pp**). By 2025, this rose to **33%**, narrowing the gap to **-36 pp**. This 22-point improvement reflects stronger consistency in teaching and targeted support.

Reading:

Disadvantaged pupils achieved **78%** in 2023 (gap **-1 pp**), dipped in 2024, but rebounded to **67%** in 2025. Although still below national non-disadvantaged (**81%**), the gap narrowed significantly from **-41 pp** in 2024 to **-14 pp** in 2025.

Writing (TA):

Writing outcomes improved from **33%** in 2023 to **40%** in 2025, reducing the gap from **-44 pp** to **-38 pp**. The improvement from 2024 (15%) highlights the effectiveness of structured writing approaches, our newly introduced English curriculum and teacher CPD relating to quality first teaching.

Maths:

Maths rose from **56%** in 2023 to **60%** in 2025, narrowing the gap from **-24 pp** to **-21 pp**. While progress is slower, the upward trend confirms that actions taken are beginning to have a positive impact.

The biggest gains are in **combined attainment of RWM** where gaps have narrowed the most since 2023. Maths remains our priority for accelerated improvement, but the overall trajectory is positive and accelerating. These improvements reflect the impact of high-quality teaching, targeted interventions, and whole-school strategies embedded over the past two years.

Combined Reading, Writing & Maths (RWM)

Year	School PP	Nat Non-PP	Gap
2022/23	11%	66%	-55 pp
2023/24	15%	67%	-52 pp
2024/25	33%	69%	-36 pp

Improvement: PP up by 22 pp since 2023, gap narrowed by 19 pp.

Reading

Year	School PP	Nat Non-PP	Gap
2022/23	78%	78%	-1 pp
2023/24	38%	80%	-41 pp
2024/25	67%	81%	-14 pp

Improvement: PP up by 29 pp since 2023/24, gap narrowed by 27 pp.

Writing (TA)

Year	School PP	Nat Non-PP	Gap
2022/23	33%	77%	-44 pp
2023/24	15%	78%	-62 pp
2024/25	40%	78%	-38 pp

Improvement: PP up by 25 pp since 2023/24, gap narrowed by 24 pp.

Maths

Year	School PP	Nat Non-PP	Gap
2022/23	56%	79%	-24 pp
2023/24	54%	79%	-26 pp
2024/25	60%	81%	-21 pp

Improvement: PP up by 6 pp since 2023/24, gap narrowed by 5 pp.

EYFS Impact Narrative (2023–2025)

Since 2023, attainment in Early Years has improved for both disadvantaged and non-disadvantaged pupils, even though the gap has widened:

- **Pupil Premium (PP)** achieving a Good Level of Development (GLD) rose from **37.5% in 2023 to 42.9% in 2025**.
- **Non-PP** improved from **60.0% in 2023 to 76.9% in 2025**.
- The upward trend for both groups confirms that our EYFS provision is benefiting all pupils.
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Phonics Impact Narrative (2023–2025)

Since 2023, Year 1 phonics outcomes for disadvantaged pupils have remained consistently high and continue to outperform the **national average for all pupils**:

- **Pupil Premium (PP)**: 81.8% in 2023 and 81.8% in 2025 — stable and above national.
- **National all pupils**: 79% in 2023 and 80% in 2025.
- **Non-PP at Wessex**: Improved from 80.0% (2023) to 93.3% (2025).

Our disadvantaged pupils consistently achieve phonics outcomes above the national average for all pupils, confirming the strength of our early reading provision. While the PP–non-PP gap widened because non-PP improved sharply, PP performance remains strong and above national benchmarks.

Multiplication Tables Check (MTC) – Current Position and Next Steps

Our Year 4 MTC data shows that while the PP–non-PP gap is now the smallest in four years, overall scores remain broadly similar to 2022 and 2023. This confirms that maths fluency is still a key area for improvement.

What we've done:

We identified this as a priority in our School Development Plan and have taken decisive action:

- Introduced PiXL Times Tables interventions and a structured times tables scheme in 2024–2025.

- Forensically tracked the Year 3 cohort throughout 2024–2025 to ensure targeted support for pupils not yet fluent.
- Embedded daily practice and diagnostic checks to close gaps early.

What we expect:

These interventions are already showing positive engagement and early progress in Year 3. We anticipate much improved Year 4 MTC results in 2026, reflecting the impact of:

- Systematic PiXL therapies for number facts.
- Increased precision teaching and retrieval practice.
- Consistent monitoring and parental engagement.

Although current MTC outcomes show limited improvement since 2023, the strategic changes implemented in 2024–2025 position us for a significant uplift in 2026. Maths fluency remains a top priority, and our approach is evidence-based and rigorously monitored.

For Objectives 2 and 3: Attainment of disadvantaged pupils who also have SEND needs improves and Pupils in the school have higher levels of engagement in learning and improved levels of wellbeing and emotional resilience, particularly for disadvantaged pupils.

Since 2023, we have strengthened provision for PP pupils with SEND through the introduction of the Wessex toolkit for teaching, which aims to increase the ratio of delivery during lesson instruction. Adaptive teaching strategies and targeted interventions have been utilised more to allow pupils greater access to the curriculum. PiXL resources such as therapies and securing the fundamentals initiatives have been used across the school again allowing pupils greater access to the curriculum.

Observations confirm that lesson inputs are more inclusive and provision plans show improved access to learning following CPD delivered through in 2024 and 2025.

We recognise that meeting the needs of disadvantaged pupils with SEND and addressing social/emotional barriers requires sustained attention. This remains a priority in our 2025–2026 School Development Plan. We are:

Embedding adaptive teaching through NPQLTD and our *Adaptive Teaching Train-the-Trainer* programme, ensuring lesson delivery is inclusive and provision plans translate into real access for PP pupils with SEND.

Strengthening pupil progress meetings with more rigorous tracking of attainment and progress, enabling leaders and teachers to identify gaps early and target support precisely.

Linking interventions to data: Forensically monitoring impact of strategies such as PiXL therapies and ELSA support, so pupils with additional needs receive timely, evidence-based help.

Objective 4: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Compared with our 2023 baseline, more disadvantaged pupils are in school more often, and fewer are persistently absent. The attendance gap is narrowing, and persistent absence is trending down for all groups. This reflects the impact of our strengthened attendance systems, weekly case reviews, and family engagement strategies.

Attendance gaps

	2023	2024	2025	2023-2024	2024-2025	2023-2025
SEND	88.1%	91.6%	92.4%	3.5%	0.7%	4.2%
Non SEND	93.3%	94.9%	95.3%	1.6%	0.4%	2.0%
Gap	-5.2%	-3.3%	-3.0%			
Gap diff since 2023		1.9%	2.3%			
	2023	2024	2025	2023-2024	2024-2025	2023-2025
PP	88.5%	90.0%	91.1%	1.5%	1.1%	2.6%
Non PP	93.7%	95.8%	96.0%	2.0%	0.2%	2.3%
Gap	-5.3%	-5.8%	-5.0%			
Gap diff since 2023		-0.5%	0.3%			
	2023	2024	2025	2023-2024	2024-2025	2023-2025
Male	92.0%	93.7%	94.5%	1.7%	0.8%	2.5%
Female	93.2%	95.0%	94.9%	1.8%	-0.1%	1.7%
Gap	-1.2%	-1.3%	-0.3%			
Gap diff since 2023		-0.1%	0.9%			

Persistent absence gaps

	2023	2024	2025	2023-2024	2024-2025	2023-2025
SEND	42.2%	21.6%	22.8%	-20.6%	1.2%	-19.4%
Non SEND	22.0%	16.7%	14.5%	-5.3%	-2.1%	-7.5%
Gap	-20.2%	-5.0%	-8.3%			
Gap diff since 2023		15.3%	11.9%			
	2023	2024	2025	2023-2024	2024-2025	2023-2025
PP	41.4%	40.2%	32.4%	-1.2%	-7.7%	-9.0%
Non PP	20.1%	9.1%	9.6%	-11.0%	0.5%	-10.5%
Gap	-21.4%	-31.1%	-22.8%			
Gap diff since 2023		-9.8%	-1.5%			
	2023	2024	2025	2023-2024	2024-2025	2023-2025
Male	26.8%	21.1%	17.9%	-5.8%	-3.1%	-8.9%
Female	22.8%	13.9%	14.4%	-8.9%	0.5%	-8.4%
Gap	4.0%	7.1%	3.5%			
Gap diff since 2023		3.1%	-0.5%			

Pupil Premium attendance rose from **88.5% in 2023** to **91.1% in 2025**, while non-PP attendance increased from **93.7% to 96.0%** over the same period. Although the gap has only narrowed slightly (from **-5.3 pp to -5.0 pp**), this stability alongside rising attendance for both groups shows that our whole-school approach is working.

Persistent absence has fallen substantially for both disadvantaged and non-disadvantaged pupils compared with the previous four years, and the gap has narrowed again.

Pupil Premium: 43% (2021) → 39% (2022) → 41.4% (2023) → 32.4% (2025)

Non-PP: 17% (2021) → 18% (2022) → 20.1% (2023) → 9.6% (2025)

Gap: 26 pp (2021) → 21 pp (2022) → 21 pp (2023) → 22.8 pp (2025).

Both Pupil Premium and Non-PP groups have seen significant reductions in persistent absence since 2021, with PP down by over 10 percentage points and non-PP halving since 2023. Although the gap remains, it has narrowed again after widening in 2024, and the overall downward trend for both groups demonstrates the impact of our strengthened attendance systems and family engagement strategies.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.