

Pupil premium strategy statement – Wallbrook Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	258
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	October 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs L McGregor. Principal
Pupil premium lead	Mrs S Cook
Governor / Trustee lead	Mrs S Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183.315.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£183.315.00
<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

At Wallbrook Primary Academy, it is our intention that all children can and will achieve irrespective of their background and the barriers to learning that they may face. We aim for all children to make progress towards end of year expectations for their year group, meeting or exceeding them. We are aware that common barriers to learning for disadvantaged children may include less support at home, lack of confidence or experiences, weak language or communication skills, more frequent behaviour difficulties and attendance and punctuation issues.

Our aim is:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- Increase the attendance rate of pupils eligible for pupil premium through targeted interventions and personalised support, leading to improved attainment outcomes.
- To implement structured wellbeing and pastoral support that actively promotes positive mental health, resilience, and emotional regulation, ensuring pupils are able to fully engage with and access all areas of the curriculum.
- For all disadvantaged pupils to enter the next stage of their education, eventually leaving Wallbrook Primary Academy as well-rounded, independent and confident individuals who have high aspirations for themselves.

We have a well-planned, research-driven focus on staff professional development. Teachers receive training throughout the academic year, enabling them to deliver quality first teaching that meets the needs of all pupils. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups including ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Interventions are set throughout the year, targeting the needs of pupil premium learners and ensuring that they keep up with their peers. Support payment for activities, educational visits and residential trips will be available thus ensuring children have first-hand experiences to enhance their learning. Behavioural and emotional support will be provided both internally and through external providers.

Pupil premium funding will be allocated following a needs analysis will identify priority classes, groups or individuals. This means that not all children receiving Pupil Premium will be in receipt of additional support/interventions at one time- some support may be classroom based.

This strategy will be reviewed after implementation using summative data, teacher assessment and pupil voice feedback.

Challenges

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

Challenge number	Detail of challenge
1	Limited opportunities at home to engage in early reading (including phonics and vocabulary development), resulting in weak language acquisition and communication skills.
2	Attendance and punctuality concerns
3	Lack of opportunities to access wider experiences due to financial restraints of families
4	Progress and attainment in Reading, Writing and Maths
5	Low attainment on entry to the Early Years Foundation Stage in all areas.

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
Progress and Attainment in Reading	Achieve closer to national average progress and attainment scores in KS2 Reading
Progress and Attainment in Writing	Achieve closer to national average progress and attainment scores in KS2 Writing
Progress and Attainment in Maths	Achieve closer to national average progress and attainment scores in KS2 Maths
Phonics	Achieve above national average expected standard in phonics screening check
EYFS	70% of pupils to achieve GLD in EYFS to be in line with national average.
Attendance	Continue to drive sustained improvements on the attendance of pupils eligible for pupil premium by building on recent gains

Children's Social, Emotional and Mental Health is supported, nurtured and improved while at Wallbrook Primary Academy	Contracted counselling service and a curriculum in place to targets the mental health and wellbeing of pupils
Children in receipt of Pupil Premium funding will have access to all activities, enrichment and opportunities to ensure that they have a well-rounded curriculum.	Parents financially supported so that children can take part in enrichment opportunities

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide comprehensive support and development for all teaching staff to ensure the consistent delivery of high-quality, evidence-based teaching. This includes embedding adaptive teaching strategies that respond to the diverse needs of pupils, enabling every child to access learning effectively. Through a strong focus on narrowing attainment gaps, staff are equipped to identify barriers to learning and implement targeted interventions. The emphasis on quality first teaching drives rapid progress across	<p>EEF “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p> <p>EEF “Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</p>	1, 4, 5

<p>all groups of learners, ensuring disadvantaged pupils achieve outcomes in line with or exceeding their peers. Ongoing monitoring, coaching, and collaborative practice further strengthen teaching standards and sustain improvements in pupil achievement.</p>		
<p>An investment in relevant CPD for all staff to ensure high quality teaching. This includes work with the Central Maths Hub on Mastery Readiness, Rocket Phonics and Kinetic Letters, Middle Leadership opportunities, delivered by various provisions.</p> <p>Training for all staff, including support staff on SEND and other identified areas of need.</p>	<p>EEF “Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology”</p>	<p>1, 4, 5</p>
<p>CPD for all staff in delivering core lessons with a particular focus on reading and phonics. CPD to include staff meeting sessions, team teaching with SLT and modelled observations.</p>	<p>EEF “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p> <p>EEF “A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers.”</p>	<p>1, 4, 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to work with all children who have been identified through the WELLCOMM screening tool and bespoke programmes are put in place.	<p>EEF – “...there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity.”</p> <p>WellComm is a complete speech and language toolkit that operates in partnership with parents. It provides a means of tracking the progress of all children, regardless of ability. It also provides the opportunity to identify areas of concern in language, communication and interaction development, to ensure targeted early intervention. EYFS staff screen all children to determine whether language interventions are needed and whether children need referring to speech and language for personalised speech and language programmes</p> <p>A significant proportion of pupils enter Reception with weak language and communication skills, working below age-related expectations and lacking the breadth of vocabulary to reflect their experiences. As they progress into KS1 and KS2, some children continue to struggle with using spoken language to connect ideas and explain concepts coherently. The school has higher than average numbers of children requiring Speech and Language Therapy (SALT) in Reception, highlighting the need for targeted small-group interventions to support language acquisition, vocabulary development, and communication skills.</p>	1, 4, 5

<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Highlight areas of individual and class misunderstanding so as to help teachers to identify exactly what they need to clarify for their pupils. Also to identify gaps in understanding of pupils that can be tackled through specific interventions.</p>	<p>1, 4, 5</p>
<p>Subscriptions to online apps and sites: Mathletics, TT Rockstars, Purple Mash and Century</p>	<p>EEF: studies consistently find that digital technology is associated with moderate learning gains, on average additional four months progress</p>	<p>1, 4, 5</p>
<p>Quality additional resourced provision for vulnerable learners</p>	<p>Provision is designed to deliver specialist and targeted support for pupils with long-term special educational needs (SEN). It is led by teaching staff with enhanced knowledge, skills, and expertise in specific areas of SEN, ensuring high-quality, tailored practice.</p> <p>Pupils benefit from a specialist learning environment that meets their individual needs, alongside carefully planned opportunities to access mainstream lessons with additional resources and targeted teaching. Systems are in place to monitor and track small-step progress as well as wider developmental outcomes, ensuring that achievements are recognised and celebrated. Parents and carers are actively engaged in both the review and delivery of provision, fostering strong home–school partnerships. A range of evidence-based strategies are implemented to secure successful outcomes and enable every child to thrive academically, socially, and emotionally.</p>	<p>1, 2, 4, 5</p>

Staff to incorporate vocabulary teaching and development into all subject disciplines	Vocabulary has been highlighted by SLT as a weakness in recent years, when it comes to SATs and in other year group's assessments. A review of whole-school language acquisition has identified the need to teach 'Tier 2' vocabulary- which is not subject specific vocabulary and not high frequency words.	1, 4, 5
Continue to use Boost platform for children to access ebooks in school and at home.	Extra phonics groups in the afternoon will support PP children who are currently working below ARE- this will prepare them for the phonics screening check. Daily reading will help children to build up their sight vocabulary and improve their fluency.	1, 4, 5
Targeted interventions for all pupils who need additional support to reach ARE or other significant milestones (e.g. pass phonics test in Y1).	<p>EEF "Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy."</p> <p>EEF "Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy."</p>	1, 2, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH mentoring to support children who are lacking self-esteem, having problems at home or just need emotional support.</p> <p>Support staff providing support for the social and emotional wellbeing of identified pupils.</p>	<p>Social and Emotional Learning sessions are designed to strengthen pupils' ability to interact positively with others and to develop effective self-management of emotions.</p> <p>Rather than concentrating solely on academic or cognitive outcomes, these approaches prioritise the social and emotional aspects of learning. This provision may include structured opportunities for pupils to collaborate with peers, engage meaningfully with teachers, and build supportive relationships with family and the wider community. In addition, specialised programmes are delivered to meet the needs of pupils with particular social or emotional challenges, ensuring that every child is supported to thrive both personally and academically.</p>	2, 4
<p>Access to extra-curricular clubs to support with physical, mental and emotional well-being of PP pupils.</p>	<p>Public Health England – “positive association exists between academic attainment and physical activity levels of pupils.”</p> <p>Access to these clubs, impacts the fitness and wellbeing of these pupils.</p>	2, 3
<p>Senior mental health lead and family support to work with targeted pupils and families</p>	<p>EEF: the association between parental involvement and a child's academic success is well established.</p>	2, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Appointment of attendance link governor. Principal responsible for attendance.</p> <p>Attendance of all children tracked every</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2

month – letters issued to raise concerns. Incentives for class with best attendance each week. High focus on attendance in all forums		
Forensic analysis of attendance data to ensure the academy focuses on individuals who require bespoke support	<p>Analysis of national data by NCCP demonstrates that chronic absence (defined as attendance below 90%) in primary schools is strongly associated with reduced academic performance across all pupil groups, regardless of gender, ethnicity, or socioeconomic background.</p> <p>Parent feedback has highlighted that difficulties with home routines, such as organising breakfast, can lead to lateness and, at times, absence. To address this, the school supports vulnerable pupils with access to breakfast club.</p>	2
Meetings with all PP families who had attendance below 95% last academic year to create a strategy together to support the family to improve attendance. Examples include free admission to breakfast club and before school extra-curricular clubs to encourage children to get to school early.	NCCP's national data analysis found that chronic absence (attendance below 90%) in primary school is associated with lower academic performance for all children regardless of gender, ethnicity or socioeconomic status.	2
Financial support is allocated to cover residential costs, ensuring that all pupils eligible for Pupil Premium funding are able to participate fully in residential visits and benefit from the wider learning, social, and	In addition to promoting physical health, school residential trips have been shown to significantly enhance pupils' self-esteem and confidence. These experiences contribute positively to their emotional development, supporting overall wellbeing and resilience.	3

cultural opportunities they provide.		
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