Pupil premium strategy statement – Wanborough Primary School 26/27

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil 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, if that version was published using the template.

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

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	**201**
Proportion (%) of pupil premium eligible pupils	**4.48**
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)**	**2026/27**
Date this statement was published	
Date on which it will be reviewed	**July 1st 2027**
Statement authorised by	**Andrew Drury**
Pupil premium lead	**Andrew Drury**
Governor / Trustee lead	**Richard Bennett**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£22,193.00**
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	**£0.00**
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	**£22,193.00**

Part A: Pupil premium strategy plan

Statement of intent

For 2026/27 the school has been allocated £22,193.00 to support eligible children.

Our Pupil Premium strategy is founded on the belief that all pupils can achieve highly when barriers to learning are identified early and addressed through consistently high-quality teaching, effective pastoral support and full participation in school life. Although a relatively small % of pupils are formally identified as disadvantaged, our school serves a wider group of families whose children may be requiring support and intervention to improve attendance, wellbeing, confidence and their readiness to learn.

School assessment information, attendance analysis, pastoral records, pupil voice and our Learners Experiencing Disadvantage (LED) mapping tool have been used to determine our priorities for this academic year and beyond.

Our strategy will use the allocated funding to provide pastoral support, funding for trips, and wrap around care, young carers and further support for children to participate in extra-curricular activities and enrichment opportunities with their peers.

Alongside Quality First Teaching and effective adaptions, phonics, handwriting and spelling interventions will also be further improved with further staff training to enhance pedagogy and expertise in these foundational skills. Our teaching staff will utilise the support from the SENDCo, Maths and English leads and the Blue Kite Trust education improvement team. Writing outcomes will be a focus for whole school improvement within our 2026/27 School Improvement Plan. This strategy highlights the need to focus on transcription, sentence structure fluency, oracy and the need to decrease cognitive overload using scaffolding where needed.

Impact will be measured and reviewed through termly pupil progress meetings, where pupil conferencing, book and planning scrutinies, learning observations and pupil data will be analysed and discussed. Children's attainment data will be reviewed in Phonics, Reading, Writing and Maths with Reading and Spelling Ages also monitored. Progress in confidence and other areas which are difficult to measure but nonetheless evidence of achievements will be recorded and reviewed in these termly meetings.

Pastoral team meetings are held termly to ensure a holistic approach to supporting every child, with attendance, behaviour, and well-being monitored by this group of professionals.

Through strong classroom practice, timely intervention, effective attendance systems and meaningful inclusion in the wider life of the school, we aim to secure sustained improvements in achievement, participation and long-term outcomes 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	**Assessments, observations, and discussions with pupils demonstrate our disadvantaged pupils have greater difficulties with their foundational skills than their peers.**
2	**Internal and national assessments indicate that Reading, Writing and Maths attainment among a proportion of disadvantaged pupils is below that of non-disadvantaged pupils, especially Writing.**
3	**Attendance data, classroom observations and behaviour records highlight that high levels of SEMH need impact attendance, classroom focus, resilience and readiness to learn among disadvantaged pupils.**
4	**To give disadvantaged more opportunities to attend leadership, music, clubs, performances and enrichment opportunities, improving confidence, belonging and wider cultural capital.**

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
Increased attendance rates for disadvantaged pupils, in line with national averages.	**Overall attendance PP pupils is at least 97%**
Increased participation in enrichment and wider opportunities.	**All disadvantaged children to participate in at least three before or after school clubs. Pupil voice will demonstrate improved belonging and engagement**
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. **Improved emotional regulation and classroom readiness for targeted PP pupils.**	**Pastoral support strategies demonstrate a positive impact on attendance, behaviour and academic data. Children attend an increased amount of opportunities before, during and after school which ensure that they and their families are able to maximise social, educational and enrichment activities.**
Improved Writing attainment among disadvantaged pupils at expected.	**By July 2027, the proportion of disadvantaged pupils meeting age-related expectations in Writing will increase 74% (25/26 National average) The gap narrows between PP and non-PP cohorts**
Improve transcription automaticity	**Children write age-appropriate sentences, with accurate punctuation, handwriting**

	legibility and correct high frequency spellings.
Enhance vocabulary and oracy in preparation for writing	**Pupils use talk for writing strategies before drafting longer pieces of writing.**

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: **£7,660.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff have sufficient training and resources to deliver the writing framework.	**DfE Writing Framework** The writing framework - GOV.UK **1. High-quality teaching | EEF**	**1 and 2**
Professional development activities on developing the writing sequence	**DfE Writing Framework** The writing framework - GOV.UK	**1 and 2**
Professional development activities on developing editing in the writing sequence	**DfE Writing Framework** The writing framework - GOV.UK	**1 and 2**
Professional development activities on the teaching of foundational skills	**DfE Writing Framework** The writing framework - GOV.UK	**1**
EYFS lead to attend Ramsbury English Hub – Speech and Early Language development	**DfE Writing Framework** The writing framework - GOV.UK	**1 and 2**

Implementation Indicators

- **Learning walks show consistent use of Blue Kite writing sequence.**
- **Book scrutiny evidence shows writing skills are explicitly taught within the concept of the final writing piece.**
- **Writing skills are taught with appropriate scaffolding where needed, and models are used to demonstrate writing at a high standard.**

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

Budgeted cost: **£14,533.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for residential, school trips and extra-curricular activities.	**Children unable to take part in extra curricular experiences miss out on the positive social and academic experiences they provide.**	**3**
Support for wrap around care – free breakfast club.	**Children in school early and having a good start to the day, are likely to achieve well academically and develop social relationships too.**	**3 and 4**
Support for emotional wellbeing of disadvantaged pupils through buying into The Blue Kite Academy Trust Lighthouse support team. **Resources and support for WPS Young Carers.**	**Children learn more effectively when all their needs are met, and that increasing numbers of children within the school are requiring further pastoral support beyond the classroom.**	**3**

Implementation Indicators

- **Weekly attendance review meetings.**
- **Increased enrichment participation tracked termly.**
- **Pupil surveys show improved belonging and school engagement.**

Total budgeted cost: £22,193.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025/26 the Pupil Premium funding and strategy assisted children to achieve with targeted interventions in Phonics and Reading. These were at the direction of the class teacher who reported on impact of interventions in termly pupil progress meetings. 83% of pupils eligible for Pupil Premium funding met at least Age-Related Expectations in Reading, improved from 71% in 2024/25.

Area	% achieving at least ARE in KS 1	% achieving at least ARE in KS 2	Overall % achieving ARE
Reading	100	82	83
Writing	100	45	50
Maths	100	64	67

Individual's progress in non-academic terms were also supported as often the confidence gained through extra support is the foundation for future learning. The Pupil Premium lead met with children termly and liaised with the Pastoral team, SENDCo, Family Support Worker, Attendance Lead, Class Teachers, Teaching Assistants and School office team to support where required.

The school ensured meal vouchers were again available to all eligible families.

Children attended breakfast and after school clubs and were able to access all extra-curricular trips and activities. The majority of disadvantaged pupils accessed an extra-curricular provision.

Further support was enabled to children and families through The Blue KITE Academy Trust Lighthouse team and internally our ELSA and Young Carers support. All of these strategies promoted strong attendance and opportunities for children to develop positive relationships with both staff and peers.

Attendance data for disadvantaged children was in line with non-disadvantaged data, and significantly above the National Average for both disadvantaged and non-disadvantaged pupils. Attendance data for disadvantaged children also improved upon Wanborough Primary School 2024/25 data.

Externally provided programmes

Programme	Provider
None purchased	Not applicable

Further information (optional)

As part of our support, the Pupil Premium lead will meet with individual children on a termly basis to ascertain the children's views and well-being. This will be part of the termly review where other sources of information are analysed to give a holistic picture of a child's social and academic progress. **Pupil progress meetings use the information collected to discuss each pupil to ensure every class teacher is able to plan for the term ahead, prioritising any support or further interventions that may be required. Current strategies are evaluated with impact of these at the centre of the pupil premium / catch up discussions.** **Many of our support strategies for academic achievement are funded through other parts of the school budget, and delivered through quality first teaching with school improvement priorities incorporated into teacher appraisal.**