



Wolsingham Primary School

Pupil premium strategy statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wolsingham Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	(30) 19.35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 - 2027/28
Date this statement was published	9.10.2026
Date on which it will be reviewed	July 2028
Statement authorised by	S. Kitching (Headteacher)
Pupil premium lead	S. Kitching (Headteacher)
Governor / Trustee lead	R. Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£41,020

Part A: Pupil premium strategy plan

Statement of intent

At Wolsingham Primary School, we believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all our pupils. The attainment and progress of all vulnerable pupil groups, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated and due to small numbers, linked to individual need. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils, fully preparing them for their future both academically and through the experiences that they receive.

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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils particularly those with additional SEND needs. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and regular reading practice at home than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils especially those who also have SEND difficulties is below that of non-disadvantaged pupils at the end of Key Stage 1 and at greater depth at the end of Key Stage 2.
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils especially those who also have SEND difficulties is often below that of non-disadvantaged pupils.
5	Internal and external (where available) assessments indicate that attainment in multiplication tables recall among disadvantaged pupils especially those who also have SEND difficulties is below that of non-disadvantaged pupils.
6	Observations and discussions with pupils, families and other professionals have identified social and emotional issues particularly for Children in Care and Previous Children in Care including a lack of enrichment opportunities which impact on their attainment and aspiration and the attainment and aspiration of other disadvantaged pupils.
7	Our attendance data indicates an improvement for both disadvantaged and non-disadvantaged pupils over the last 3 years. Data indicates that attendance among disadvantaged pupils has reduced from 2.27% to 1.86% lower than that of non-disadvantaged pupils. In 2025, 16.67% of disadvantaged pupils have been 'persistently absent' compared to 1.5% of non-disadvantaged pupils. Our assessments and observations indicate that

	absenteeism particularly due to term time holidays is negatively impacting disadvantaged pupils' progress.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, particularly in the Early Years and Key Stage 1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Sustained Year 1 phonics outcomes between 2025/26 and 2027/28 show that 100% of disadvantaged pupils continue to meet the expected standard. KS1 reading outcomes between 2025/26 and 2027/28 show more than 80% of disadvantaged pupils met the expected standard. KS2 reading outcomes between 2025/26 and 2027/28 show that more than 80% of disadvantaged pupils met the expected standard. KS2 reading outcomes between 2025/26 and 2027/28 show an increase in the proportion of disadvantaged pupils achieved greater depth. APS of disadvantaged pupils in reading between 2025/26 and 2027/28 continues to be in line with or better than that of all pupils.
Improved writing attainment among disadvantaged pupils.	KS1 writing outcomes between 2025/26 and 2027/28 show that more than 75% of disadvantaged pupils met the expected standard. KS2 writing outcomes between 2025/26 and 2027/28 continue to show that more than 80% of disadvantaged pupils met the expected standard. APS of disadvantaged pupils in writing between 2025/26 and 2027/28 continues to be in line with or better than that of all pupils.
Improved maths attainment among disadvantaged pupils.	Year 4 MTC outcomes between 2025/26 and 2027/28 show that more than 30% of disadvantaged pupils met the expected standard and that the gap between the mean score of disadvantaged pupils and non-disadvantaged pupils closes.
To achieve and sustain improved social and emotional well-being and high aspirations for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing and improved aspirations between 2025/26 and 2027/28 demonstrated by:

	• qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in social and emotional issues impacting on learning. • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained and improving high attendance between 2025/26 and 2027/28: • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 7% higher 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: £7,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going assessment and moderation training and activities including release time for subject lead and teachers. (£2,100)	Feedback EEF (educationendowmentfoundation.org.uk) Assessment analysis and work scrutiny indicates requirement of greater understanding of next steps in writing to enable rapid progress in writing.	3, 4
Release time for Teacher / TA to carry out Wellcom Language assessments for Nursery children. (£300) Purchase of Speech Link programme to assess speech and language needs in Reception pupils. (£300) Release time for TA to carry out Speech and language assessments for Reception pupils. (£300)	Oral Language Interventions EEF (educationendowmentfoundation.org.uk)	1
SEND Training for Teachers and Teaching Assistants in specific areas of need (£600)	Assessment analysis and work scrutiny indicates requirement of continuation of development of knowledge and understanding for class teachers and Teaching Assistants to adapt and support learning for SEND pupils in class.	2, 3, 4
Read Write Inc. Training for new teachers and Teaching Assistants including cover costs and resources. (£680)	Phonics EEF (educationendowmentfoundation.org.uk)	2, 3
Continued purchase of Literacy Shed+ resource to aid planning for writing. (£175)	Providing engaging and enjoyable stimulus for writing provides better standards of writing.	4
Spelling Shed (£230)	Providing an engaging and enjoyable stimulus for learning a structured spelling programme provides better standards of writing.	4

Times Tables Rockstar / Numbots (£340)	Providing an engaging and enjoyable stimulus for learning key maths skills including multiplication tables provides better basis for development of maths knowledge.	5
Continued purchase and use of Accelerated Reader Program (£1450) Replacement / renewal of reading books (£1,000)	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence for Education Endowment Fund. It allows pupils to read for pleasure as well as widely and often, widening pupils' experience of text features and language thus impacting on writing abilities. Program can also be linked to "out of school" use and will help develop links with parents.	1,2, 3

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

Budgeted cost: £25,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language sessions for pupils identified as having speech and language needs in Nursery. (£2,048 1/2 hour per day) Speech and language sessions for pupils identified as having speech and language needs, particularly in Reception. (£2,048 1/2 hour per day)	Oral Language Interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (£2,048 1/2 hour per day)	Phonics EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	2

Continued targeted support at break times and lunchtimes, developing positive play and relationships with peers. (£4,095 1 hour per day)	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Developing skills to learn to play cooperatively with peers limits impact on learning in the classroom of altercations at unstructured times. Increasing number of PP+ within school who find conflict resolution and self-regulation difficult.	5
Targeted support by TAs in identified year groups particularly where there is a higher proportion of PP children and PP children who also have SEND needs. £13,682 (5 hours per week in class support maths and English x 2 TAs)	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3, 4
Targeted 1:1 and small group tutoring by to support writing. £1,368 (2 hours per week)	Small Group Tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	4
Daily opportunities in school to practise reading with adult / peer.	One to one tuition EEF (educationendowmentfoundation.org.uk) Peer tutoring EEF (educationendowmentfoundation.org.uk) Tuition by both adults and peers, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	3

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

Budgeted cost: £8,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide internal and external learning experiences to create relatable reasons to read widely, write creatively and raise aspirations (£3,500) Subsidised Residential Visits (£840). Subsidised educational visits. (£600) Musical instrument tuition	Consultation with teaching staff shows that this is a barrier for learning of many disadvantaged children. Relevant experiences provided have resulted in higher standards of writing and increased self-esteem/ aspirations.	3, 4, 5

(£500) Extra-Curricular Activities (£1000)		
Continue homework club for disadvantaged pupils. (£300)	Homework EEF (educationendowmentfoundation.org.uk) Disadvantaged pupils have limited support with their learning at home or social/emotional issues result in conflict at home. Support to complete homework/home learning activities provides the additional consolidation of learning in the classroom.	3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Release time for staff to implement procedures to improve attendance. (£1,200 1 x non-contact time + 1 day per half term)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Teaching staff to consult with SLT if they judge a disadvantaged pupil to be not accessing any curriculum area well due to a lack of equipment or unable to complete home learning activities. (£300)	Consultation with teaching staff shows that this is a barrier for learning of many disadvantaged children. Lack of correct equipment can lower self-esteem and create anxiety resulting in reduced effort to take part in / complete learning tasks.	2, 3, 4

Total budgeted cost: £41,004

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

External assessments at the end of 2025-26 demonstrated that end of Key Stage outcomes were above those nationally in all areas apart from KS2 writing where the school was in line with national. Due to the small disadvantaged cohort, outcomes for these pupils at the end of Key Stage 1 and Key Stage 2 are variable year on year. In 2026, 60% (3 out of 5 pupils) of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths compared to 49% nationally.

Disadvantaged pupils:

- 67% of disadvantaged pupils achieved GLD by the end of Reception (3 pupils in cohort) compared to 51.3% nationally in 2024/25. 1 pupil joined the school in the summer term and did not achieve the expected standard.
- 100% of disadvantaged pupils achieved the expected standard in phonics at the end of Year 1.
- 83% of disadvantaged pupils achieved the expected standard in reading at the end of KS1. (5 pupils in cohort) The child who did not achieve the expected standard joined the school at the beginning of Year 2.
- 67% of disadvantaged pupils achieved the expected standard in writing at the end of KS1. (5 pupils in cohort) The children who did not achieve the expected standard both joined the school at the beginning of Year 2.
- 60% of disadvantaged pupils achieved the expected standard in reading, writing and maths at the end of KS2. (5 pupils in cohort)
- 80% of disadvantaged pupils achieved the expected standard in reading at the end of KS2. (5 pupils in cohort).
- 60% of disadvantaged pupils achieved the expected standard in writing at the end of KS2. (5 pupils in cohort).
- 100% of SEND pupils achieved the expected standard in reading at the end of KS2. (3 pupils in cohort)
- 33% of SEND pupils achieved the expected standard in writing at the end of KS2. (3 pupils in cohort)
- There were 2 pupils in 2025/26 who were SEND and Disadvantaged, both had EHCPs.

Our internal assessments during 2025/26 suggested that the progress of disadvantaged pupils overall continues to be in line with that of other pupils, in Reading, Writing and Mathematics, although there are cohort variations. Where pupils did not make progress in line with other pupils, particularly in Year 2 Maths, Year 3 writing and maths and Year 6 reading, in Year 2 one pupil joined at the beginning of the year working below age related expectations and the other pupil was a persistent absentee; in Year 3, one pupil joined at the beginning of the year working below age related expectations and in Year 6 the pupil had a history of persistent absence across KS2. Progress of these pupils will be monitored carefully in the next academic year to ensure they make the best possible progress. The outcomes we aimed to achieve in our previous strategy by the end of 2025/26 were realised for the majority of disadvantaged pupils.

Overall attendance in 2025/26 was higher than in the preceding year at 96.23% and a reduction in the gap between absence of disadvantaged pupils compared to others to 0.52% was evident. Persistent

absence of disadvantaged pupils compared to other pupils, continues to be high largely due to term time holidays. However, persistent absence of disadvantaged pupils reduced by 10.22% in 2025-26 and the gap in persistent absence between disadvantaged and other pupils reduced from 15.77% in 2024-25 to 3.57% in 2025-26.

The targeted support put in place at break times and lunchtimes to develop positive play and relationships with peers proved particularly important for Children in Care or Previously Children in Care, enabling them to approach their learning in the classroom more positively.

Our assessments and observations indicated that the cost of living crisis significantly impacts on the experiences our pupils can draw from as well as those that increase wellbeing and self-esteem. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide additional life experiences for disadvantaged pupils enabling them to draw on these experiences within their learning and prepare them for the next steps in their education.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance

Numbots/Times Tables Rockstars	Maths Circle
Read Write Inc.	Ruth Miskin
Literacy Shed +	Literacy Shed
Speech Link	Multimedia Limited