



Ward Green Primary School- Pupil Premium Strategy Statement 2025-2028

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 |
|--|---------------------------|
| School name | Ward Green Primary School |
| Number of pupils in school | 355 |
| Proportion (%) of pupil premium eligible pupils 2025-2026 | 104 pupils (29.0%) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025-2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Karen Trickett |
| Pupil premium lead | Heather Selby |
| Governor / Trustee lead | Stephen Gallagher |

Funding overview

| Funding Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year 2025-2026 | £159425 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year | £159425 |

Part A: Pupil premium strategy plan

Statement of intent

At Ward Green Primary School we are determined that all pupils regardless of their background, should have equal access to a curriculum and learning which will enable them to achieve their full potential through the highest standards of teaching, focused support, curriculum enrichment and pastoral care. We are committed to closing the attainment gap between disadvantaged pupils and their peers by addressing barriers to learning, raising aspirations, and promoting an inclusive and supportive learning environment. Through targeted support and high-quality teaching, we empower and ensure our pupil aspire to reach their full potential.

As a school, we are committed to utilising resources and support effectively, including the Pupil Premium grant, to ensure all pupils achieve to the best of their ability. We recognise that pupils in receipt of Pupil Premium funding may face a range of academic, social, emotional, and economic challenges. Our strategy is therefore built around a whole-school approach, underpinned by high expectations and evidence-informed practices to ensure impact on all pupils whilst placing targeted support where it is needed most.

Our intent is to empower and inspire all of our pupils to grow and develop to succeed in 21st Century Britain. Through our Pupil Premium strategy, we aim to:

- Improve the academic attainment and progress of disadvantaged pupils, ensuring they are well-prepared for the next stage of their education.
- Provide timely, tailored interventions that respond to individual needs, including those relating to reading, writing, maths, behaviour, and wellbeing.
- Enrich pupils' experiences through access to high-quality wider opportunities and cultural capital.
- Empower and develop staff through high-quality CPD to identify and support disadvantaged pupils effectively.
- Engage families and the wider community in supporting pupils' learning and development.

Our approach is responsive to ongoing analysis of both internal and external data, ensuring actions are targeted, impactful, and regularly reviewed. We are determined that every child at Ward Green Primary leaves us equipped with the knowledge, skills, and confidence to succeed, regardless of their starting point.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Assessments and observations show significantly underdeveloped oral language skills and vocabulary gaps, leading to slower reading progress in subsequent years.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> |

| | | | | | |
|---|---|-----|---------|-----|---------|
| 2 | Internal and external assessments show notable inconsistencies in achievement of disadvantaged pupils across the core curriculum. | | | | |
| | | GLD | Phonics | MTC | KS2 RWM |
| | Dis | 29% | 64% | 30% | 40% |
| | Non-Dis | 77% | 85% | 49% | 80% |
| 3 | <p>Data indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils.</p> <p>Attendance data 2024-25 indicates that attendance among disadvantaged pupils was 1.35% lower than for non-disadvantaged pupils.</p> <p>Monitoring evidence shows that absenteeism is negatively impacting disadvantaged pupils' progress.</p> | | | | |
| 4 | Our ongoing work with families has identified social and emotional issues for many pupils, notably due to trauma and adverse childhood experiences. These challenges particularly affect disadvantaged pupils, including their attainment. | | | | |
| 5 | Economic instability for many pupils and their families has led to a lack of enrichment opportunities and aspiration. These challenges particularly affect 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 |
|--|---|
| To improve oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To improve attainment among disadvantaged pupils by the end of KS2. | <p>Assessments will evidence an increase in the percentage of disadvantaged pupils attaining the expected standard in RWM by the end of KS2.</p> <p>The gap between disadvantaged pupils and their peers will narrow.</p> |
| To improve and sustain attendance for pupils, particularly disadvantaged. | <p>Sustained improvements in attendance by 2026/27 demonstrates a decrease in the percentage of disadvantaged pupils who are absent and an increase in overall attendance.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced.</p> |
| To achieve and sustain improved wellbeing and emotional resilience for | Sustained improvements in pupil wellbeing by 2027/2028 demonstrated by: |

| | |
|---|---|
| all pupils, particularly disadvantaged pupils that have experienced trauma. | <ul style="list-style-type: none"> • Qualitative data from pupil and parent/carer surveys, including feedback from families who have been supported through Early Help. • Qualitative data from validated pupil wellbeing assessments conducted termly. • Reduction in behaviour incidents involving disadvantaged pupils compared to previous year indicating improved emotional regulation and resilience. • Evidence from targeted pastoral interventions or counselling sessions. |
| To achieve and sustain improvements in wider opportunities for all pupils, particularly our disadvantaged pupils. | <p>Sustained improvements in wider opportunities and enrichment by 2027 / 2028 demonstrated by:</p> <ul style="list-style-type: none"> • An increase in pupil participation in enrichment activities, particularly among disadvantaged pupils. • An increased awareness of future aspirations and opportunities through pupil voice surveys and targeted aspiration workshops particularly amongst disadvantaged 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: £17243

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embed diagnostic assessments across school, including NELI, YARC, TTRS, RWI, Reading Plus, LBQ</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year group.</p> <p>Diagnostic assessment EEF</p> | 1, 2 |
| <p>Implement a robust oracy curriculum that supports language development across subjects in all phases of school.</p> <p>CPD for staff on oracy and how to embed this effectively within all lessons.</p> | <p>When consistently implemented the average impact of an effective oracy curriculum for pupils is 6 months additional impact over the course of the year.</p> <p>Oral language – Teaching and Learning Toolkit EEF</p> | 1, 2 |
| <p>Ensure high quality interactions between pupils and staff, modelling high level vocabulary and communication skills.</p> | <p>When implemented consistently, high quality interactions with children will help to develop their communication and language.</p> | 1, 2 |

| | | |
|--|--|------|
| <p>CPD on high quality interactions to be delivered and monitoring scheduled to ensure positive impact.</p> <p>CPD for staff on AFL and high-quality feedback.</p> | <p>Preparing for Literacy Guidance report EEF</p> | |
| <p>Further develop the effectiveness of the validated systematic, synthetic phonics programme across EYFS and KS1 to secure stronger phonics teaching for all pupils.</p> <p>Fund reading lead release time to further develop key elements of RWI, ensure fidelity to the programme, Engagement with the English Hub, coach staff and review the impact on pupil achievement.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | 1, 2 |
| <p>Further develop the approach and enhancement of literacy teaching and strong foundations in line with EEF guidance.</p> <p>CPD on effective implementation of GrammarSaurus into the writing sequence.</p> <p>Fund Literacy lead release time to embed the key elements and review the impact on pupil achievement.</p> | <p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning.</p> <p>Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p> | 1, 2 |
| <p>Consistent approach to the teaching of transcription and spelling which directly impacts on developing foundational knowledge in writing.</p> <p>Implementation/consistency in approach and CPD on teaching and expectations.</p> | <p>Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. However, it is also important to focus on the speed of pupils' writing as well as the accuracy. Accurate spelling is a key component of writing fluency.</p> <p>Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p> | 2 |
| <p>Consistently implement Mastery in Number across EYFS and KS1 to secure pupil's early number sense and confidence in maths.</p> <p>Fund maths lead release time to embed the key elements of number sense, ensure a systematic approach to the teaching of early mathematics and review the impact on pupil achievement.</p> | <p>Having a deep and secure understanding of number lays the firm foundations that sets children up for success later on.</p> <p>Improving Mathematics in Early Years and Key Stage 1 Guidance Report EEF</p> | 2 |

| | | |
|--|---|---|
| <p>Ensure manipulatives are used consistently to support pupils understanding of mathematical concepts.</p> <p>CPD on the use of manipulatives and how to enhance mathematical understanding, monitoring to analyses the effectiveness of teaching and data outcomes to review impact.</p> | <p>Manipulatives and representations can be powerful tools for supporting pupils to engage with mathematical ideas.</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 2 |
| <p>Improve the quality of the teaching of times tables by explicitly teaching multiplication facts based on gaps in learning.</p> <p>Regular analysis of TTRS informs future lessons and targeted support which is strengthened by high quality CPD.</p> | <p>Assessment should be used not only to track pupils learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and targeted support.</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 2 |

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

Budgeted cost: £ 71419

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embed bespoke SALT packages to best support individual speech and language development.</p> <p>CPD to best support the SALT practitioner.</p> | <p>Oral language interventions can be an effective approach for disadvantaged pupils.</p> <p>Oral Language Interventions EEF</p> | 1, 2 |
| <p>Additional phonics sessions, 1:1 fast track tutoring, targeted at disadvantaged pupils who require further phonics support. Identification and delivery based on support and advice through working in collaboration with English hub/RWI specialists.</p> | <p>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: Phonics Teaching and Learning Toolkit EEF</p> | 1, 2 |
| <p>One to one and small group support delivered in addition to and linked with normal lessons, including NELI, boosters, reading plus, MTC.</p> | <p>Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> | 1, 2 |

| | | |
|--|---|--|
| Develop and embed intervention menu. Effectively utilise cohort action plans and pupil progress meetings alongside regular review points to measure the impact of intervention. | One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF | |
|--|---|--|

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

Budgeted cost: £ 108058

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Further embed the principles of good practice set out in the DfE's guidance on working together to improve school attendance. CPD for staff to further develop and embed approaches/systems to improving attendance; prioritising whole school culture. Targeted support and intervention conducted by the pupil welfare lead to engage and support key families in improving attendance and reducing absence. Strong partnerships and multi-agency working inc. EWS, EHA-TEHSP, SC, Compass Be | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working Together to Improve School Attendance | 3 |
| Continue to foster a culture that promotes SEMH and pupil wellbeing. CPD on restorative approaches, therapeutic language, trauma informed practices. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Improving Social and Emotional Learning in Primary Schools EEF | 4 |
| Implement SEMH assessments and interventions to best support identified pupils: ELSA, Motional, Zones of Regulation. Early identification of pupil need alongside parent partnership will be utilised to identify key pupils in need. Regular assessments to evaluate impact and progress. | Implementing SEMH interventions is a crucial aspect of supporting pupils with SEMH needs. These interventions aim to provide tailored support to help pupils cope with their emotions, build resilience and develop coping strategies. By implementing these interventions educators create a supportive environment that foster wellbeing and enables pupils to engage more fully in their learning. | 4 |

| | | |
|---|--|---|
| | Understanding the Impact of SEMH Needs on Learning | |
| Targeted support and intervention conducted by the pupil welfare lead to engage and support key families in relation to identified areas of need inc. EHA, parenting partnerships workshop | More intensive approaches, which target particular families or outcomes, are associated with larger learning gains. Working with Parents to Support Children's Learning EEF | 4 |
| Continue to review and adapt a wider opportunities offer that clearly links with the school's vision and core values. Review and adapt the carefully planned pupil pledge and PD planner which enhanced pupils wider experiences in relation to curriculum, SMSC, aspiration. Ensure this is understood and promoted by all stakeholders. Review the impact of this offer through regular analysis in re. to participation and pupil voice. | Research suggests that disadvantaged pupils require access to a variety of extra-curricular activities to develop essential skills and social networks. An Unequal Playing Field: Extra-curricular activities, soft skills and social mobility – GOV.UK | 5 |

Total budgeted cost: £196720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Review of teaching 2024/25

The assessments and data outcomes for 2024/25 indicate that enhancing the achievement of disadvantaged pupils remains a priority for our school improvement efforts. There are still noticeable attainment gaps, and addressing these will be a central element of our strategy for 2025-26.

Our consistent and effective implementation of the phonics teaching approach has been instrumental in elevating the quality of instruction, provision, and overall standards. The introduction of additional phonics booster groups and targeted interventions has successfully focused on specific pupils in need. Monitoring results reveal that 100% of phonics instruction delivered by reading teachers meets or exceeds good standards.

The strategies detailed in our phonics action plan—such as daily phonics sessions, targeted phonics groups, and one-on-one interventions—have had a significant positive impact on both progress and attainment.

| 2025 | All | PP | Non- PP | Gap | Commentary |
|-------------------|-----|-----|---------|------|---|
| Y1 Phonics | 80% | 64% | 85% | -21% | It should be noted that of the cohort, only x11 pupils were identified as PP. One child was disapplied. X4 not passing were also SEND. All pupils not passing will access further support and intervention in Y2. |
| Y2 Phonics | 89% | 67% | 94% | -27% | X4 pupils not passing Y2 check- all have additional SEND; x2 have EHCPs. |

A diverse range of continuing professional development (CPD) opportunities has enabled our teachers and staff to enhance their knowledge and skills related to Quality First Teaching (QFT). CPD focused on adaptive teaching and subject-specific strategies has positively influenced pupil progress and outcomes, as evidenced by our monitoring processes. Additionally, the CPD initiatives have elevated the overall profile of teaching within the school

Through pupil progress meetings, including discussions on Pupil Premium (PP) progress, teachers are acutely aware of the target pupils, which is clearly reflected in our cohort action plans. Our collaboration with the English hub and participation in Read Write Inc. (RWI) development days have further enriched our CPD offerings, strengthening our commitment to high-quality literacy instruction.

Attainment 2025:

| EYFS GLD | PP | Non-PP | Gap |
|-------------|-----|--------|------|
| | 50% | 83% | -33% |
| KS1 | PP | Non-PP | Gap |
| PSC | 44% | 70% | -26% |
| KS1 Reading | 58% | 80% | -22% |
| KS1 Writing | 42% | 70% | -28% |
| KS1 Maths | 58% | 83% | -25% |
| KS1 RWM | 42% | 63% | -21% |
| KS2 | PP | Non-PP | Gap |
| MTC | 27% | 49% | -22% |
| KS2 Reading | 64% | 87% | -23% |
| KS2 Writing | 50% | 84% | -34% |
| KS2 Maths | 50% | 84% | -34% |
| KS2 RWM | 45% | 81% | -36% |

Review of targeted academic support 2024/25

Implementing tailored cohort action plans (CAPs) to identify and assist Pupil Premium pupils who are below age-related expectations (ARE) in reading, writing, and mathematics (RWM) has positively influenced their progress and attainment, leading to enhanced outcomes.

Utilising end-of-year and baseline data to identify pupils for small group interventions has facilitated targeted support. This approach is in line with the EEF's recommendation for making decisions based on evidence.

The further development and embedding of a carefully planned intervention menu of evidence-based interventions by SLT and SENDCo demonstrates a structured approach to support.

The implementation of additional before/after-school booster sessions for Y6 and Y1 pupils, targeting disadvantaged students, has provided extra support in key areas which is reflected in improved outcomes.

Review of wider strategies

Our attendance strategies and incentives have proven effective, as evidenced by attendance figures that are consistently in line with or above national averages throughout the year. The systems and processes implemented to enhance attendance, along with regular KIT meetings, have contributed to this success. Efforts to reduce persistent absence (PA) have yielded positive results, particularly for Pupil Premium (PP) pupils, resulting in a decrease in persistent absence rates over the year and an increase in attendance from term to term.

| 2024-25 | Attendance | | | Persistent Absence | | |
|----------------------|------------|-------|-------|--------------------|-------|-------|
| | Aut | Spr | Sum | Aut | Spr | Sum |
| Whole school | 96.0% | 95.0% | 94.7% | 9.6% | 17.2% | 15.2% |
| Disadvantaged | 95.1% | 93.2% | 93.3% | 13.5% | 25.4% | 18.3% |

Attendance Improvement Strategies

The school employs a comprehensive strategy to enhance attendance, characterised by strong collaboration with the Education Welfare Service (EWS). This approach includes:

- **Home Visits:** Engaging with families directly to address attendance issues.
- **Thorough Analysis of Attendance Data:** Utilising detailed data to identify trends and areas for improvement.
- **In-School Attendance Panel (ISAP) Meetings:** Conducting meetings with families exhibiting attendance concerns to develop tailored support plans.

These initiatives have yielded positive outcomes, as reflected in the attendance proforma, which indicates an upward trend in the attendance of targeted pupils. The use of case studies has further substantiated these improvements.

Pupil Wellbeing

Ongoing monitoring has revealed challenges related to pupil behaviour, wellbeing, and mental health, largely influenced by:

- **Current Economic Instability**
- **Adverse Childhood Experiences (ACEs)**

Disadvantaged pupils have been particularly impacted by these factors. In response, the school has strategically allocated Pupil Premium funding to deliver comprehensive wellbeing support and targeted interventions. Key initiatives include:

- **DS Counselling:** These sessions have effectively bolstered the emotional resilience of targeted pupils, contributing to enhanced academic performance.
- **Multi-Agency Partnerships:**
 - Collaborating with Educational Psychologists (EP) and the School Improvement (SCI) team to support pupils with Social, Emotional, and Mental Health (SEMH) needs.
 - Coordinating efforts between EP and the Special Educational Needs and Disabilities Coordinator (SENDCo) to secure additional support through Education, Health and Care Plans (EHCP) for eligible Pupil Premium children.
- **Pupil Welfare Support:**
 - Providing targeted SEMH support throughout the academic year.
 - Enhancing pupils' emotional resilience, leading to improved coping strategies and academic outcomes.
 - Offering Continuing Professional Development (CPD) sessions for teachers and Teaching Assistants (TAs) to enhance in-class support for pupils with SEMH needs, including Positive Regard.

Externally provided programmes

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

| Programme | Provider |
|-------------------------------------|----------------------|
| Better Handwritten | Nicky Parr |
| TT Rockstars | Maths Circle |
| Read, Write, Inc | Ruth Miskin |
| Emotional Literacy Support & Advice | ELSA |
| Reading Plus | Reading Solutions UK |
| NELI | Nuffield |

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Reviewing policy and embedding more effective practice around marking and feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Providing high-quality feedback to pupils is integral to effective teaching- [EEF evidence on feedback](#).
- Utilising support and CPD effectively and engaging with multi-agency working to audit and develop current practice to improve SEMH. Identifying and implementing strategies and actions to improve pupil wellbeing.- [Promoting and supporting mental health and wellbeing in schools and colleges](#)

Planning, implementation, and evaluation

Evaluation of previous strategies and actions informed the development of the updated pupil premium strategy. Evidence from multiple sources of data including assessments, work scrutiny, pupil/staff voice, lesson observations has been triangulated to support the identification of challenges faced by disadvantaged pupils. The EEF's implementation guidance has been utilised to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

When planning the Pupil Premium Strategy Statement a tiered approach, based on EEF evidence was adopted, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

Challenges linked to each tier and the mitigating actions have been identified. These are intrinsically linked to the school improvement plan to ensure they are prioritised and impact of actions is regularly monitored.

There is a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.