

## Pupil premium strategy statement

This statement details our planned school's use of pupil premium and recovery premium for the 2025 to 2026 academic year 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 2025/2026 and the effect that last year's (2024/2025) spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Willingham Primary School
Number of pupils in school	[ HARD WORK : INTEGRITY : KINDNESS ]
Number of Pupil Premium Pupils (including Service children, Post-looked after children)	101
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Curriculum Governors
Pupil premium lead	Mrs G Hassan
Pupil Premium Governor	Chris Shaw

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year*	£134,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£134,270
*Value is based on 7/12 of funding for 2024/25 + prediction of funding for Summer 2025 (based on 90 pupils)	



## Part A: Pupil premium strategy plan

### Statement of intent

At Willingham Primary School, we believe that when all pupils are provided with equitable knowledge and opportunities, they can achieve equitable success.

The Pupil Premium Grant is additional funding provided to publicly funded schools in England. It offers extra resources to help schools address a range of challenges, particularly those linked to deprivation.

This funding is designed to:

- Improve the academic outcomes of disadvantaged pupils across all ability levels
- Narrow the attainment gap between disadvantaged pupils and their peers national using the “keep up, not catch up” approach which emphasises on providing early and ongoing support so pupils learn at the same pace as their peers, rather than waiting for them to fall behind.

To make the most effective use of this funding, our school adopts a three-tiered approach to supporting disadvantaged pupils.

#### **Whole school improvement of teaching**

At Willingham Primary School, we recognise that the most significant factor in pupil success is the quality of teaching. Ensuring that every class is led by an effective teacher, and that all teachers are continually supported to develop their practice, is central to our approach and remains the top priority for Pupil Premium investment.

We believe that improving the quality of teaching for all pupils will have a disproportionately positive impact on pupils from disadvantaged backgrounds and that enhancing the quality of teaching for all pupils has the greatest impact on improving outcomes for these pupils. Our focus is on delivering a knowledge-rich curriculum, underpinned by memory-informed pedagogies, and all professional development is carefully designed to strengthen staff understanding and their capacity to deliver our curriculum effectively.

#### **Contextualised support for pupils**

We take a contextual and evidence-informed approach to supporting our disadvantaged pupils, recognising the diverse and intersecting needs within this group. This includes considering factors such as Pupil Premium eligibility alongside LAC, Post LAC, SEND, GRT backgrounds, or child protection concerns. By analysing the specific characteristics of our



disadvantaged cohort and aligning them with our school development priorities, we are able to provide targeted and meaningful support for pupils at Willingham Primary School.

This support may include mental health and wellbeing provision, small-group catch-up interventions, and individualised one-to-one support. Our approach is not limited to focusing on disadvantaged pupils as a single cohort; rather, it is a whole-school strategy designed to close gaps in achievement across all learners, ensuring that every pupil benefits from high-quality teaching and tailored intervention.

#### **Wider strategies including support for individual pupils**

Given the complex and varied needs of disadvantaged pupils at Willingham Primary School, we recognise that some children require individualised support to overcome specific barriers to learning. Each year, we allocate a proportion of our Pupil Premium funding to ensure equitable access to the full curriculum and wider school life for all pupils. This may include financial support for educational visits and residential trips, school uniform, or clubs and after-school activities, helping every child to feel included and engaged as a valued member of our school community.

We evaluate the impact of this provision through our school drivers of Active Participation, Equitable Success, and Improvement. Progress is measured using a combination of academic outcomes and wider personal development indicators, discussed during termly Pupil Progress Meetings and through ongoing analysis of termly and annual assessment data. We also acknowledge that the impact of highly individualised support may not always be quantifiable through data alone.

The overall effectiveness of our strategy for disadvantaged pupils is reviewed termly during Senior Management Team (SMT) meetings, where Disadvantaged and Gap Analysis informs future planning and provision.



## Challenges

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

Challenge number	Detail of challenge
1	The school has an increasing number of disadvantaged pupils on roll.
2	Attainment entry points of disadvantaged pupils are below that of other pupils in each of Speaking and Listening and Phonological awareness across the school – they are already having to catch up.
3	A significant proportion of disadvantaged pupils experience SEMH difficulties impacting their ability to learn.
4	Coalescence of factors contributing to pupils' disadvantage and vulnerability can result in challenge in oversight of provision for pupils.
5	Poor attendance of a small number of pupils is preventing them from making strong progress.
6	Providing an ambitious curriculum while ensuring practice in core and foundational knowledge for pupils who are/at risk of being significantly behind.
7	Complex family situations hinder the progress of a small number of 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
Progress of disadvantaged pupils is at/above national standard in all statutory assessments and the gap between Non Pupil-Premium and Pupil-Premium children is narrowing.	<ul style="list-style-type: none"> <li>School has a well-organised and ambitious curriculum that sets out clearly what pupils should learn from early years onwards, in all subjects.</li> <li>Teaching across the school and within teams, consistently reflects strategies proven to support the acquisition, retention, and application of knowledge, developed in PD sessions</li> <li>Gaps between disadvantaged pupils and other pupils is narrowed according to statutory and internal, standardised assessments.</li> </ul>
Planned SEMH interventions have positive impact on identified pupils.	<ul style="list-style-type: none"> <li>All pupils' behaviour in lessons and at playtimes is excellent</li> <li>All pupils have the strategies that they need to self-regulate in challenging situations</li> <li>The attainment of vulnerable children continues to improve across all curriculum areas.</li> <li>Pupils' basic welfare needs are met (uniform, food, socialisation etc.)</li> </ul>
Increased attendance rates for pupils who are PA. To narrow the gap	<ul style="list-style-type: none"> <li>Attendance of GRT pupils rises towards 95%</li> </ul>



<p>between non-Pupil Premium and Pupil Premium children termly average rates.</p>	<ul style="list-style-type: none"> <li>• Overall attendance of Disadvantaged pupils improves to above 95%</li> </ul>
<p>Increase the number of Pupil Premium pupils benefiting from playtime and lunchtime support.</p>	<ul style="list-style-type: none"> <li>• The school provides an outstanding range of extra-curricular sporting and cultural activities, school trips and experiences for all pupils.</li> <li>• The school provides lunch time provision in support of all pupils including those from Disadvantaged groups to broaden their experiences and exposure to a wealth of opportunities.</li> </ul>



## 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: £138,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development and embedding of the Ark Mathematics Mastery Curriculum and NCETM Mastering Number sessions</p>	<p>EEF evidence shows +5 months for Teaching for Mastery. School monitoring indicates that the key knowledge sequencing of its mathematics curriculum was leading to gaps in understanding, which is limiting further attainment in KS2, particularly for the most vulnerable.</p> <p>Teacher knowledge, understanding and confidence has significant impact on their ability to teach effectively. Ark programme is designed to provide structured PD for staff to address this.</p> <p>£4,684 – Ark subscription costs £15,887 HLTA costs to provide subject leader release*</p>	<p>1, 3, 6</p>
<p>Development and embedding of the Sounds Write phonics programme across the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Following a thorough review of phonics teaching and learning, the school have transitioned over to a new phonics programme – Sounds Write over the last three years. Sounds Write is a DfE validated programme which was rolled out at Willingham Primary School in the spring term of 2022 in EYFS and Year 2 and is now taught throughout EYFS and Key Stage 1. Continued staff training is required in order to consolidate delivery of the programme across the school and ensure new staff received the required training.</p> <p>The school have committed to providing Sounds-Write phonics interventions for 4 afternoons per week for low attaining and disadvantaged pupils.</p>	<p>1, 2, 4, 5, 7</p>



	<p>£1000 Sounds Write subscription                  £1500 cover for training release                  £15,887 HLTA costs to provide subject leader release*</p> <p>£5288 - TA to deliver Sounds Write interventions for 4 afternoons per week (8 hours weekly)                  £2,000 - Reading books to support the Sounds Write programme</p>	
<p>Development of reviewed Humanities Curriculum</p>	<p>Evidence seen during visits to schools with fantastic outcomes for disadvantaged pupils, indicate that a broad and aspirational curriculum will support pupils in their preparation for the next stages in their educational journey. The most disadvantaged pupils enter school with a relative paucity of general knowledge, which can hinder their progress. Through a structured, subject-based curriculum these gaps can be addressed, and all pupils given the knowledge that they need to excel. Through improvements in these subjects, pupils will develop greater reading comprehension and writing skills.</p> <p>£1,800 – Opening Worlds                  £15,887 HLTA costs to provide subject leader release*</p>	<p>3, 4, 6</p>
<p>Further development to ensure that the school has an organised and ambitious curriculum that sets out clearly what pupils should learn from early years onwards, in all subjects.</p>	<p>Developing the school’s curriculum including delivery is its number one driver for improvement. Ofsted guidance promotes deep and careful consideration of school curricular, including ensuring that underpinning principles are clear and firm. At WPS, we aim to provide a knowledge-rich, subject-based curriculum that is equitable for all pupils and prepares them to excel at secondary school.</p> <p>School’s internal monitoring in 2024/2025 and end of year data from 24/25 and 23/24 indicates that the school’s writing curriculum is not supporting our pupils in reaching the required standard by the end of Year 6. This means that pupils are not prepared in some writing for their next steps in Year Seven. This has led to a review of the school’s writing curriculum in preparation for the autumn term of 2025/2026. This review has enabled leaders to re-write the writing</p>	<p>1, 2, 4, 6</p>



	<p>curriculum and provide ongoing training and guidance for teachers this academic year and beyond.</p> <p>Through continued implementation of consistent approaches to teaching, all pupils will be supported in being able to concentrate fully, understand the expectations and have access to intelligently planned learning sequences.</p> <p>Where schools have the greatest student cultures (ELP programme) outcomes for disadvantaged pupils improve. Through the development of these at WPS, we intend to provide all our pupils with the self-confidence and aspiration to achieve through their focussed, hard work.</p> <p>Cohort numbers require the Year 1 and Year 2 cohorts to be in 3 mixed year group classes. In order to teach these cohorts in single year groups, the school has adopted a 13.5 class structure so that all Year 1 and Year 2 pupils are taught in single year groups for all core subjects.</p> <p>£15,887 HLTA costs to provide subject leader release* for Phase Leads to re-write and implement the writing curriculum Amount needs updating</p> <p>£106,300 – cost of 13.5 class structure on top of revenue income</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £66,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Leadership oversight of Disadvantaged and Vulnerable pupils	Due to the breadth of need, alongside the significant coalescence of vulnerability factors, the school needed greater strategic oversight of the provision and progression of the most vulnerable pupils. The leadership commitment to this strategic oversight sets a clear tone and indicates the importance and priority that the school places upon this area.  Staffing costs - £29,265	1, 3, 4, 7
Provide 35 hours of emotional support a week	Improvements in pupils' social/emotional wellbeing and their self-regulation have consistently high impacts on their learning outcomes. Behavioural interventions and those that reduce classroom disruption also have highly positive effects on the learning of pupils.  Staffing costs - £31,424	1, 3, 4, 7
Implement the NELI programme for improving oral language	Oral language interventions are regularly shown (EEF and Hattie) to have positive impacts on pupils' outcomes. These are seen particularly in language comprehension, reading and writing.  NELI Programme funded by DfE	1, 2, 4
Provision of pupil booklets for all disadvantaged Key Stage 2 pupils	Helping to provide a book-rich environment for pupils who live in households with lower incomes, has been shown by research to support improvements in academic outcomes.  £1,000 – Pupil booklets for KS2	1, 4, 6
Provision of Canine Therapy for pupils with high SEMH need.	Improvements in pupils' social/emotional wellbeing and their self-regulation have consistently high impacts on their learning outcomes. Kaplan's Attention Restoration Therapy (ART) as a concept that time spent in nature and with animals can help	3, 7



	<p>improve mental well-being and the ability to concentrate.</p> <p>£3,900 – Canine Therapy</p>	
<p>Provision of appropriate therapeutic support</p>	<p>Improvements in pupils’ social/emotional wellbeing and their self-regulation have consistently high impacts on their learning outcomes.</p> <p>£1,125 – Talk Therapy/Counselling</p>	<p>3, 7</p>



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

Budgeted cost: £23,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free places at Breakfast and After-School Clubs.	<p>Pupils' general needs being met has a significant impact on their ability to learn. Through both the BC and the ASC, pupils are provided with food and stimulation to ensure that they are best prepared to start the day/provided with social interactions to support their SEMH and self-regulation.</p> <p>£11,500</p>	1, 3, 5, 7
Provide free/supported places at extra-curricular activities and school curriculum trips/visits	<p>As part of the broad, knowledge-rich curriculum that the school is committed to offering, pupils need to be given the opportunities to access experiences and visits that without the school's support, they would not have a chance to access. Through access to these experiences, the life-chances of these pupils will be improved.</p> <p>Residential trips - £1,000                      Non-residential trips and visits - £400                      Sporting Events for high needs pupils - £2500 – Costed through Sports Premium                      Rocksteady - £2948.00 (£491.44 for half term of sessions)</p>	1, 3, 5, 7
Employment of Attendance Officer	<p>As poor attendance is habitual, prevention and early intervention is crucial (DfE Mar 22), Attendance Lead and officer's weekly data monitoring leads to early intervention and consistently applied formal procedures. DfE research shows a clear and relevant link between regular school attendance and improved outcomes (as much as 1.6x more likely to be ARE if 0 absence than pupils with 15-20% absence).</p> <p>£5,200 - update</p>	5
Attendance incentives	<p>As part of the school-wide culture of promoting excellent attendance, the use of rewards to celebrate improvement in attendance is a DfE recommended strategy (DfE March 22)</p>	5



[ HARD WORK : INTEGRITY : KINDNESS ]

	£300	
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**Total budgeted cost: £229,021**



## 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 2024 to 2025 academic year.

Despite the school's continued efforts to improve outcomes for disadvantaged pupils, many still perform below age-related expectations in reading, writing, and mathematics in both statutory and internal assessments. Nevertheless, the targeted strategies and support implemented during the 2024–25 academic year have had a positive impact on improving these pupils' life chances.

The development and implementation of the school's curriculum are the main drivers of improvement at Willingham Primary School. In line with Ofsted guidance, we place a strong focus on thoughtful and intentional curriculum design, ensuring that our core principles are clearly defined and firmly embedded in practice.

At Willingham Primary School, we aim to provide a knowledge-rich, subject-specific curriculum that is accessible to all pupils and equips them with the knowledge, skills, and understanding needed to thrive at secondary school and beyond. Our predominantly single year-group teaching structure, maintained over time, has allowed us to establish a two-year rolling curriculum that ensures clear substantive and disciplinary progression across all subjects.

Disadvantaged pupils experience a rich, aspirational, and inspiring curriculum that continues to evolve to meet their needs and raise expectations. As noted by Ofsted (2023), *"Pupils are well prepared for their future lives."*

Through development of consistent approaches to teaching, *all* pupils are supported in being able to concentrate fully, understand the expectations and have access to intelligently planned learning sequences. *"Pupils benefit from staff's determination for each child to succeed."* (Ofsted 2023)

Schools with the strongest student cultures, as evidenced through the Exemplary Leadership Programme, consistently achieve improved outcomes for disadvantaged pupils. At Willingham Primary School, we are committed to cultivating such a culture, one that fosters self-confidence, aspiration, and a strong work ethic in all our pupils.

Through the ongoing development of this positive and purposeful environment, we aim to ensure that every pupil, regardless of background, feels empowered to succeed through focus, determination, and effort. Both internal monitoring and feedback from external visitors have recognised this as a defining strength of our school: a calm and purposeful atmosphere that



permeates classrooms and enables disadvantaged pupils to fully engage with and access lesson content (SIA visits; Ofsted, 2023).

The school's internal monitoring and statutory data indicated that pupils at Willingham Primary School have performed less well in mathematics than other pupils nationally over the past few years. As a result of a strategic review of the curriculum, the ARK Maths Mastery programme was selected to provide the foundation for a new mathematics curriculum across the school. This was launched in September 2021 and embedded throughout the academic years (2022-2023 and 2023-2024) with staff immersing themselves in the PD resources provided by ARK. This scheme has continued to be delivered across the school throughout 2024 – 2025 with staff now having had opportunities to embed this into their classroom practice. This continued staff development in the delivery of the ARK Maths Mastery Programme has enabled teachers to secure their understanding of the principles and strengthen their delivery of lessons. Internal monitoring has been used to continue to improve standards of mathematics teaching and a consistent approach has been ensured across the school. Use of mathematical vocabulary and appropriate manipulatives remain consistent in supporting conceptual understanding. Daily fluency sessions are consistently implemented through the use of NCETM Mastering Number resources in KS1 and ARK/White Rose resources in KS2. Evidence from internal monitoring continues to show that the improvements in vocabulary and use of manipulatives was evident for *all* pupils with disadvantaged pupils being particularly impacted. The impact of this in July 2025 was 71% of pupils achieved expected at the end of KS2 which is an increase of 12% from July 2024.

Following the school's successful adoption of the DfE accredited Phonics Scheme (Sounds Write), this has been delivered across EYFS and Key Stage One since September 2022. Twelve teachers and eleven teaching assistants have been trained in Sounds Write with the school's new HLTA being trained within her first term at the school. 69% of children In Year 1 achieved the phonics screening test which is an improvement on the previous year and demonstrated significant progress since the start of the year. 88% of children had passed the Phonics screening check by the end of Year 2 which is in line with the previous year. 73% Of EYFS children achieved good level of development in literacy. "Learning to read starts as soon as children join the school. Adults teach phonics accurately and confidently. Teachers quickly notice those pupils who are at risk of falling behind and give them extra help to keep up." (Ofsted 2023)

Thirty three pupils were supported through funded provision at Breakfast and After-School clubs, which provided those pupils with a positive start to the day and appropriate sustenance both before and after school. This provision came at a cost of £11,059 to the school.

One pupil was supported through provision of school uniform with a cost of £6.



Thirty five pupils were supported in attending school trips and visits, including residential experiences at a cost of £1042.40. These pupils would not have had these experiences without this use of the funding.

Scope and progression of each of the humanities curriculum has been mapped out in detail from EYFS to Year 6 and is being taught across the school. Writing outcomes/ types have been identified within each unit across the humanities curriculum to ensure breadth and opportunities within the reading and writing curriculum. 48/90 (53%) Pupil Premium pupils achieved ARE in reading, a small decrease of 5% from the previous year, and 35/90 (39%) Pupil Premium pupils achieved ARE in writing, which is lower than the previous year.

The NELI programme had a positive impact on all of the pupils with one of the two PPF pupils involved, achieving an age-appropriate level on the OxEd & Assessment Language Screen by the end of the intervention/academic year. Impact was noted in day-to-day informal assessments and in progress towards meeting the ELGs for oral language, reading and writing. ELG attainment for the three NELI PPF pupils: 1/2 achieved speaking, 0/2 listening; 1/2 comprehension; 0/2 reading; and 0/2 achieved writing. Despite these pupils having not met GLD, they did all make progress from their individual starting point.

The school employs an attendance officer for 1 day per week to track and monitor attendance across the school and work alongside the Deputy Head to identify concerns and necessary actions (attendance letters, pastoral meetings, parent contract meetings).

During 2024-2025, the Attendance Champion met parents/carers of seven identified Pupil Premium children with poor attendance, in either attendance support meetings or attendance contract meetings. As a result of the meetings, an improvement of pupil's attendance in at least the short-term of six of the seven pupils.

The social and emotional support provided by the school's Emotional Support Assistant has positively impacted 36/90 (40%) Pupil Premium pupils from across the school. This support has enabled them to access the learning within the classroom and make progress from their individual starting points. A direct impact of the support given to these thirty-six pupils is that 100% of the disadvantaged pupils across the school have remained in the classroom, alongside peers and experiencing a knowledge-rich curriculum. These pupils have been supported in developing the tools and strategies they need to regulate their emotions enabling them to be in the classroom and not need extended periods away from learning. This has also ensured that the learning of the other pupils in the class is not being disrupted. For one disadvantaged pupil, behavioural interventions have meant that they are supported in making positive choices and therefore coping with social situations in a more positive manner.

5/90 pupil premium pupils across the school (5.5%) have received canine or talk therapy with external providers. This support has supported pupils in the development of communication and interaction skills. Pupils have experienced social interactions which have directly impacted on their confidence and well-being. Through working with animals, these pupils have



developed strategies to develop emotional regulation alongside accessing a knowledge rich learning environment. The cost of this provision was £7800.

A continuing focus on WPS Principles of Instruction through weekly Professional Development meetings and appraisal targets has ensured consistent teaching approach across the school. Visiting professionals (United Learning, SIP, LA advisers, Ofsted 2023) have commented on the consistency across classes in terms of behaviour & it's management, lesson structure and visible, explicit vocabulary teaching.

The school adopted an instructional coaching model through a commitment made to the Steplab model. Teachers were supported to deliver a progressive, well-structured and well-resources curriculum for all pupils. Explicit modelling and rehearsal of high impact teaching techniques as well as regular observations, ensured staff were seen to display teaching approaches consistently in line with the school's principles of instruction. The cost of this provision was £2112.00

## 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
N/A	

## Service Premium

Total funding received - £1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Emotional Support Assistant support for Service Pupils	SPP should be used to can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. £1,750 cost of E.S.A.	1, 3

