

Pupil Premium Strategy Statement – Wellington Place Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Cressida Knox</i> , Headteacher
Pupil premium lead	Cressida Knox, Headteacher
AB lead	<i>Alex Cross</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515 per pupil x4
Pupil premium funding carried forward from previous years	No PP next year
Total budget for this academic year	£6060

Part A: Pupil premium strategy plan

Statement of intent

Build Belief:

We will provide a culture where: • staff believe in ALL children • there are no excuses made for underperformance • staff adopt a solution-focused approach to overcoming barriers • staff support children to develop growth mindsets towards learning

Be Inclusive:

Work to ensure children are ready to learn • Develop the whole child • Focus on quality first teaching • Work as a team with a clear focus on improving outcomes • Use intervention which is specifically matched to the needs of the child • Create an environment where every child can be the best they can be • Collaborate with other professionals including the DSAT PP network to ensure the best outcomes

Be Respectful:

Maintain confidentiality • Report data and impact in a sensitive manner • Establish and maintain a high level of professionalism when communicating about PP • Treat every child as an individual.

Address Specific Children's Needs:

Use regular assessments of children to identify their strengths and areas to develop as noted in our assessment principle • Maintain a 'Needs Analysis' to meet the needs of the whole child

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing Assessments (including pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities.
2	Early Language Development Assessment, observations and discussion with staff and pupils (supported by research) show underdeveloped language skills and gaps in vocabulary amongst disadvantaged pupils, with PP pupils less likely to meet a good level of development compared to their peers.
3	Attendance Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' attainment and progress.

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
Early Language, communication and vocabulary: Improved oral language skills in all year groups.	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.
Wellbeing: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations, a significant reduction in wellbeing concerns reported via CPOMS, and a significant increase in participation in enrichment activities, particularly among 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: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an ELSA 5 hours a week to work with all disadvantaged children 1:1 and/or in small groups. To work with Parents to support engagement.	Research has shown that childhood experiences of containment and reciprocity, along with social and emotional skills, are linked to better outcomes—such as academic achievement, positive attitudes, behaviours, and relationships—both during school years and later in life. EEF – Parental Engagement EEF – Working with parents to support Children’s Learning supporting-parents	1,3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast Track Tutoring Costs for a support assistant to undergo training to set up 1:1 Phonics Intervention for all disadvantage children.	Providing tuition tailored to address particular needs and knowledge gaps is an efficient approach for supporting pupils with lower attainment or those experiencing academic challenges. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2

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

Budgeted cost: £ the remainder of the budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with schools trips, uniform and additional costings for social life involvement and support attendance.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Additional dance and music workshops – Cross-curricular opportunities to support Well-being and attendance.	Research has shown that childhood experiences of containment and reciprocity, along with social and emotional skills, are linked to better outcomes—such as academic achievement, positive attitudes, behaviours, and relationships—both during school years and later in life. EEF – Parental Engagement EEF – Working with parents to support Children’s Learning supporting-parents	1,3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

No previous disadvantaged pupils in the school.

The school open in Aug 2024 with 16 pupils and no PP.

Further information (optional)

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) 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.

We have put 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.