Wellesley Primary School
Pupil Premium Strategy Statement 2026 - 27

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	Wellesley Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 26
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Heather Small and Liz Harding-Adams Co Headteachers
Pupil premium lead	Heather Small/ Liz Harding-Adams Co Headteachers
Governor / Trustee lead	Lucy Manning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25, 940.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Wellesley Primary School, we are committed to ensuring that every child has equitable access to the very best education and the opportunity to reach their full potential academically, personally, socially and emotionally. This commitment is at the heart of our school vision and values. We believe that all pupils, irrespective of their background or the challenges they may face, should make good progress, achieve well and develop the knowledge, skills, confidence and independence they need to thrive. Ultimately, we want all children to be fully prepared for a successful transition to secondary school and for the opportunities beyond.

Our use of Pupil Premium funding is therefore focused on removing barriers to learning and ensuring that disadvantaged pupils are able to access, engage with and benefit fully from all aspects of school life**.** We recognise that disadvantage can present itself in different ways and that there is no single approach that will meet the needs of every child. Our strategy is therefore responsive, evidence-informed and personalised to the needs of individual pupils.

High-quality teaching

In line with the evidence and recommendations of the Education Endowment Foundation, our primary approach is to ensure that disadvantaged pupils receive consistently strong Quality First Teaching alongside their peers. We use the Five-a-Day approach to support pupils through evidence-informed strategies such as explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology where appropriate.

Teachers use ongoing formative assessment and their detailed knowledge of individual pupils to identify gaps, misconceptions and barriers to learning at the earliest opportunity. This enables teaching to be adapted quickly.

Where additional support is required, pupils may receive focused 1:1 or small-group teaching**,** led by teachers or appropriately trained staff, to address specific areas of need. Any additional provision is carefully targeted, monitored and reviewed to ensure that it has a positive impact on pupil progress.

Targeted academic support

We recognise that some disadvantaged pupils may require additional, short-term support to address specific gaps in knowledge, understanding or skills. Where appropriate, evidence-informed interventions may be provided individually or in small groups. These may be delivered by teachers or teaching assistants, depending on the nature of the identified need.

Intervention is not viewed as a substitute for high-quality classroom teaching. Instead, it is used strategically to complement classroom provision and enable pupils to access the curriculum successfully. The impact of interventions is regularly assessed and provision is adapted or withdrawn when it is no longer required.

Supporting the whole child

At Wellesley, we pride ourselves on knowing our children well. We understand that a child's ability to learn is influenced by a wide range of factors, including their emotional wellbeing, relationships, confidence, attendance, behaviour, physical needs, family circumstances and sense of belonging.

For some disadvantaged pupils, barriers to learning may extend beyond academic gaps. Our assessment of need therefore considers the whole child**,** including what may be required to help them feel safe, valued, confident and ready to learn. We work closely with children, families and relevant professionals, where appropriate, to identify barriers and provide the right support at the right time.

This may include support with:

- emotional wellbeing, confidence and self-esteem;
- developing positive relationships and social skills;
- behaviour, self-regulation and readiness to learn;
- attendance and punctuality;
- developing positive attitudes towards learning;
- access to enrichment, extracurricular and wider school experiences;
- ensuring pupils feel included, valued and able to participate fully in school life;
- supporting families where wider circumstances may be affecting a child's ability to engage with education; and
- preparing pupils for successful transition, including transition to secondary school.

Where appropriate, Pupil Premium funding may contribute towards provision that enables disadvantaged pupils to participate fully in school life and access opportunities that they might otherwise find difficult to access.

Our ultimate aim is that disadvantaged pupils at Wellesley do not simply receive additional provision, but that they experience high-quality teaching, appropriate targeted support and the wider pastoral, emotional and enrichment opportunities they need to thrive**.** Through this approach, we seek to remove barriers, promote equity and ensure that every disadvantaged child is supported to achieve their full potential and participate fully in the life of our school.

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 that many of our children have poor communication and language skills. This is evident across the school.
2	Internal and External data on achievement and progress shows that some of our disadvantaged children are not achieving in line with their peers in reading, writing and maths.
3	Observations and Parent comments show that many of our parents have difficulties in supporting learning at home.

4	Observations and discussions have highlighted some children not being ready to learn due to their emotional wellbeing, particularly first thing in the morning as well as on Mondays and Fridays.
5	Many of our children have a lack of wider opportunities to increase life-experiences and raise aspirations.
6	Some of our families are in financial difficulties and lack the money for extended school opportunities. Children may not have the equipment they need or the necessary school uniform.
7	Many of our disadvantaged families struggle to pay for school trips and the necessary resources needed for residential trips.
8	There is a lack of support networks to help parents cope with parenting difficulties, e.g. behaviour outside of school.

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
Children achieve individual targets set by class teachers (academic, personal, social or emotional) due to planned actions/ interventions.	Children will be meeting targets set. Teachers will have identified individual areas of need and set targets to address these needs through quality first teaching or planned interventions. These targets will have been reviewed and changed termly. Support will subsequently be directed at children struggling to attain their targets.
Improved attainment in reading writing and maths by the end of KS2.	Termly review of targets with teachers highlight progress made and targets achieved as well as continuing areas of need. Lower achieving children identified and supported from the beginning of the term to support children to maintain progress.
Children vulnerable for achievement to be attaining in line with their peers.	Vulnerable children's progress monitored through planning scrutiny, book looks and pupil conferencing. Progress tracked carefully across each year by Class Teachers and SLT.
Barriers to learning for vulnerable children addressed to help them achieve their individually assessed priorities.	Children being engaged and ready to learn. Children having access to all aspects of school life. Children dressed and equipped for school. Jellybeans club available to support children who come to school not ready to learn.
Parents supporting children's learning at home effectively.	Children will be enthusiastic about learning beyond the school gates. Children will routinely be completing their homework to a good standard. Parents will be accessing support to help them with home learning.

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: £6,485.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching Embed high-quality teaching provision to maximise progress especially for children experiencing disadvantage.	Education Endowment Foundation. Education Endowment Foundation – highlights the benefits of staff using 5 – a -day approach to support learners. https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	2, 3
KS1 Provision Develop KS1 provision to include more opportunities to investigate and explore, developing language and gaining more experiences. Resources	Based on the work of Alistair Bryce-Clegg. NELI speak and language programme	1, 5
Staff CPD Provide training for staff in cognitive science approaches.	Education Endowment Foundation – Cognitive Science Approaches in the classroom Highlights the benefits of staff using 5 – a -day approach to support learners. https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	1, 2

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

Budgeted cost: £12,970.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/Group Support: Children being supported and coached to achieve their best in English and maths - Monitored termly by SLT. Pre tutoring maths, reading and English for targeted groups to enable them to access the maths curriculum confidently having been taught key concepts prior to the lessons. This includes personal, emotional and social support from our ELSA. TA Time SJ -	Hm Government – Promoting children and young people's mental health and wellbeing Gov.UK - Mental Health and Behaviour in Schools	1, 2, 4
Reading Reading Assistant to read regularly with targeted children so that they achieve in line with their peers and are able to access KS2 curriculum. Teaching Assistant Time (remainder funded by school led tutoring grant)	Education Endowment Foundation – Teaching and Learning Toolkit Reading Comprehension instructions has a strong correlation on accelerated learning.	2
Writing Children to have small group intervention led by a TA to over-learn and revisit key objectives to help them to maintain progress.	Education Endowment Foundation – Teaching and Learning Toolkit Feedback has a strong correlation on accelerated learning.	2
Support for External Testing Providing targeted support in Y6 to allow children access to the key stage tests – focused group work that allows children to overlearn skills. Supporting children to develop their meta-cognition skills. Booster Groups Y6.	Education Endowment Foundation – Cognitive Science Approaches in the classroom Highlights the benefits of staff using cognitive science strategies in different learning situations.	1, 2

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

Budgeted cost: £6,485.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Support Small group intervention for children to build self-esteem and help with emotional well-being to help them be 'ready to learn'.	Education Endowment Foundation – Teaching Toolkit Teaching Assistant Interventions have a moderate impact	4
Jellybeans Jellybeans morning club run by a TA to support children first thing in the morning in addition to breakfast club.	This allows children who are not ready to learn and unsettled at the beginning of the day to have time to settle and regulate so when they go into the classroom they are ready to learn.	4
Targeted Therapy Targeted play/art/sand therapy for specific individual children to address their emotional needs in order for them to be able to access learning. Teaching Assistant time (ELSA) Alternative provision	Recommended by our Educational Psychologist for specific children.	4
Breakfast Club Provision Paying for provision so that targeted children are ready for the school day.	We have trialled and noted that access to Breakfast Club for some of our children can really calm them and make the start of the school day much more positive.	4
Financial Support for Families Equipment/School Uniform £ Extended Schools Provision, e.g. trips and clubs £ School Lunches £	Over the past two years we have noticed a real decline in the financial situations of many of our families and have more parents approaching us for support. We provide children with school uniform and equipment to enable them to participate in school life.	5,6,7,8
Contingency Fund £100.00	We are trying to keep a small amount of money to use in case of extreme need following the rise in inflation and energy costs. We anticipate that these will have a significant impact on many of our families who generally struggle to manage on a day to day basis financially.	

Total budgeted cost: £25,940.00

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.

Research suggests the best form of intervention should be from the class teacher, therefore the use of a regular and familiar supply teachers to ensure continuity for the children in school has enabled teachers to work on a one to one or small group basis with disadvantaged children. Teachers have been able to support disadvantaged children with their learning, working on pre-teaching, editing and redrafting, maths and hearing them reading regularly. They have also been able to check on children's well-being and address any concerns a child may have. Disadvantaged children are also part of a teacher's 'spot light' group, which means they have targeted support from the class teacher in all lessons.

The support for disadvantaged children with school trips and uniform has enabled children to participate in a range of activities during the current economic crises when families have struggled to pay. As a school we have experienced a noticeable increase in providing food vouchers. Children are provided with uniform, shoes and P.E and swimming kit when it is required. They have also been provided with the necessary equipment for residential school trips. This provides extra-curricular activities that improve self-esteem and gives the children an opportunity to experience a wide range of different activities outside of school.

For some disadvantaged children we have provided free breakfast club for them to ensure they start school having had breakfast and are able to start the school day calm, organized and ready to learn. This has meant for some of our children they are in school on time and have a better school day due to having had a positive start. We also run 'Jellybeans club' first thing in the morning to support children who come into school dysregulated and unable to enter the classroom straight away, this has had a positive impact on some children and has reduced the number of children entering the classroom upset and not ready to learn. Jellybeans will continue for the next academic year.

External results show an improving picture for our pupils in EYFS and KS1 phonics. The KS2 results were above national average in everything last academic year, we were delighted with how well our children achieved. We will continue to support our disadvantaged through quality first teaching strategies, 5 – a-day approach and support them with their emotional well-being ensuring we help them to be ready to learn and have all the appropriate equipment needed for the school day.

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
White Rose Maths	White Rose
Kapow Education	Kapow

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.