

Pupil premium strategy statement – Wolsey House 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	578
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Steve Powell
Pupil premium lead	Paula Coplin – Deputy Headteacher Ginny Southwell – School Business Manager
Governor / Trustee lead	Matthew Peatfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£302,640

Part A: Pupil premium strategy plan

Statement of intent

Wolsey House Primary School is committed to delivering the highest quality of education and raising standards of achievement and progress for all pupils. We believe that every child, regardless of background or circumstance, should be able to achieve their full potential. Where pupils face barriers to learning, we are committed to providing targeted support and guidance to enable them to overcome these barriers.

We place equal importance on meeting pupils' academic, pastoral and social needs, recognising that success in learning is closely linked to wellbeing, attendance and engagement. Through effective use of Pupil Premium funding, we are committed to reducing the gap between disadvantaged pupils and their peers.

This strategy has been developed through careful analysis of internal and external data, including historical attainment and progress information, attendance data and wider contextual information, to ensure funding is allocated strategically and achieves maximum impact.

Funding decisions are informed by:

- High quality evidence, including guidance from the Education Endowment Foundation (EEF)
- Robust analysis of school and national data
- Ongoing monitoring and evaluation of impact.

EEF research is used to guide decisions around the selection of strategies and to ensure funding represents effective value for money.

Our aims are to:

- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers
- Ensure all disadvantaged pupils make at least expected progress from their starting points, with increasing numbers exceeding expected progress
- Support pupils' health, wellbeing and emotional development so they are able to access learning at an appropriate level

We aim to do this by:

- Prioritising consistently high-quality teaching in every classroom, recognising that this has the greatest impact on narrowing the disadvantage gap.
- Using robust assessment and pupil-level data to identify barriers to learning early and ensure timely, targeted support.

- Delivering evidence-informed interventions that accelerate progress and enable pupils to achieve at least age-related expectations, with a focus on closing attainment gaps.
- Providing tailored academic, pastoral and wellbeing support to remove barriers linked to social, emotional or mental health needs.
- Ensuring that all disadvantaged pupils have full access to a broad, ambitious and knowledge-rich curriculum, including enrichment and cultural capital opportunities.
- Maintaining flexibility in our approach, recognising that disadvantage is complex and not always defined solely by eligibility for free school meals.

The strategy is reviewed termly by senior leaders and annually with governors, and provision is adapted where impact is limited.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium pupils demonstrate lower levels of oral language proficiency and academic vocabulary development compared to their non-PP peers, limiting their access to the curriculum and impacting progress across all subjects.
2	Pupil Premium pupils are less secure in phonics acquisition and early decoding skills compared to their peers, leading to lower attainment in early reading and limiting progress across the primary phase.
3	On entry to Reception, Pupil Premium pupils have significantly lower starting points in number, reading and writing compared to their peers, increasing the risk of widening attainment gaps across the primary phase.
4	A disproportionately high number of Pupil Premium pupils require additional support for social, emotional and mental health (SEMH) needs, which can impact engagement, readiness to learn and sustained academic progress. 27 pupils (17 of whom are pupil premium) currently require additional support with social and emotional needs, 20 (15 whom are pupil premium) receiving small group interventions.
5	Pupil Premium pupils experience higher rates of absence and persistent absence compared to their non-PP peers, reducing learning time and contributing to slower progress and attainment gaps.
6	Pupil Premium pupils have reduced access to enrichment opportunities, extracurricular activities and wider cultural experiences outside school, limiting the development of cultural capital and aspirations.

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.

Challenge number	Intended outcome	Success criteria
1	Improved oral language skills and vocabulary among pupil premium pupils.	<ul style="list-style-type: none"> • PP pupils demonstrate measurable improvements in vocabulary assessments and oral language outcomes. • Pupil voice and lesson monitoring indicate increased confidence and use of academic vocabulary. • The gap between PP and non-PP pupils in reading comprehension narrows.
2	Pupil Premium pupils will demonstrate accelerated progress in early reading, resulting in reduced attainment gaps in phonics and reading fluency by the end of KS1 and sustained progress into KS2.	<ul style="list-style-type: none"> • The gap between PP and non-PP pupils in the Year 1 Phonics Screening Check is reduced to a maximum of 3% compared to 6% the previous year. • At least 75% of PP pupils pass the Phonics Screening Check in Year 1. • At least 90% of PP pupils pass the screening check by the end of Year 2. • 100% of PP pupils who do not meet the expected standard in Year 1 receive targeted intervention and demonstrate measurable improvement by Year 2. • The proportion of PP pupils achieving age-related expectations in reading at the end of KS1 and KS2 increases year-on-year.
3	Improved attainment in Reading, Writing & Maths for pupil premium pupils at the end of each key stage, resulting in a sustained reduction in the attainment gap across the school.	<ul style="list-style-type: none"> • Attainment for PP pupils in Reading, Writing and Maths at the end of KS2 is in line with or above national averages for disadvantaged pupils. • The attainment gap between PP and non-PP pupils narrows year-on-year at KS1 and KS2. • PP pupils demonstrate accelerated progress from their Reception baseline across the primary phase. • The proportion of PP pupils achieving a Good Level of Development increases annually, with a reducing GLD gap.

		<ul style="list-style-type: none"> • The proportion of PP pupils achieving Greater Depth at KS2 increases year-on-year.
4	Improved social, emotional and mental health outcomes for Pupil Premium pupils, resulting in increased engagement, readiness to learn and improved academic progress.	<ul style="list-style-type: none"> • Reduction in the proportion of PP pupils requiring intensive SEMH intervention over time. • PP pupils receiving SEMH support demonstrate measurable improvement against baseline assessment tools (e.g. Boxall Profile, SDQ and/or internal tracking). • Behaviour incidents involving PP pupils reduce year-on-year. • Attendance for PP pupils with SEMH needs improves. • Teacher assessments and monitoring indicate improved engagement and sustained concentration in lessons. • Progress data for PP pupils receiving SEMH support shows improved rates of progress compared to the previous year.
5	Improved attendance and reduced persistent absence for Pupil Premium pupils, resulting in increased learning time and accelerated academic progress.	<ul style="list-style-type: none"> • The attendance gap between PP and non-PP pupils reduces year-on-year. • Overall attendance for PP pupils improves compared to the previous academic year. • The proportion of PP pupils who are persistently absent decreases year-on-year. • Persistent absence for PP pupils moves closer to national averages.
6	Increased and sustained participation of Pupil Premium pupils in enrichment opportunities, leading to enhanced cultural capital, aspiration and engagement with learning.	<ul style="list-style-type: none"> • The proportion of PP pupils participating in at least one extracurricular club increases year-on-year. • The participation gap between PP and non-PP pupils in enrichment activities reduces. • All PP pupils are offered and supported to attend at least one educational visit per academic year. • The number of PP pupils participating in leadership roles (e.g. school counsellors, dinner hall supervisors, play leaders) increases year-on-year. • Case studies demonstrate impact of enrichment experiences on identified 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: £53841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured reading provision including:</p> <ul style="list-style-type: none"> • Early phonics development through pre-phonics approaches (e.g. Super Sounds in Nursery) to strengthen early language, listening and sound discrimination skills • Targeted phonics and reading interventions, including Catch Up Literacy, to support pupils who require additional practice • Development of a structured library system to promote reading for pleasure and ensure equitable access to high-quality texts • Use of Accelerated Reader to promote reading engagement, motivation and reading frequency, particularly for reluctant readers • Ongoing monitoring by Reading Leads to ensure fidelity of implementation and evaluate impact 	<p>Evidence from the Education Endowment Foundation (EEF) identifies that phonics (+5 months), reading comprehension strategies (+6 months), feedback (+6 months) small group tuition (+4 months) and individualised instruction (+4 months) as having a significant positive impact on pupil progress, particularly for disadvantaged pupils.</p> <p>Early, systematic phonics teaching is particularly effective in supporting pupils to develop decoding skills and early reading fluency.</p> <p>Providing targeted interventions such as Catch-Up Literacy ensures that pupils who fall behind receive structured, timely support.</p> <p>EEF guidance also highlights the importance of developing reading for pleasure and ensuring access to high-quality texts, which supports vocabulary development and engagement with reading.</p> <p>Promoting reading engagement through approaches such as Accelerated Reader increases reading frequency and supports the development of fluency and comprehension over time.</p>	<p style="text-align: center;">2, 3</p>
<p>Purchase of PIVATS (Performance Indicators for Valued Assessment and Target Learning).</p>	<p>EEF guidance highlights the importance of robust formative assessment to identify learning needs and inform targeted intervention. PIVATS enables</p>	<p style="text-align: center;">2, 3</p>

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>precise tracking of small-step progress for pupils working below age-related expectations, ensuring interventions are well targeted and adaptive teaching is responsive to need.</p>	
<p>Embedding oracy activities across the school curriculum. The aim is to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. To embed and further develop dialogic activities through Talk Partners, group/class discussion. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies oral language interventions as having a high impact on pupil progress (+6 months), particularly for disadvantaged pupils. Research highlights that structured classroom discussion, explicit vocabulary teaching and dialogic activities support pupils in articulating understanding, consolidating knowledge and improving reading and writing outcomes.</p> <p>Oral language interventions EEF</p> <p>EEF Literacy Guidance Reports recommend developing pupils' spoken language capabilities and embedding high-quality classroom talk across the curriculum. Embedding structured dialogic approaches such as Talk Partners and guided discussion supports vocabulary acquisition, reasoning skills and overall academic achievement.</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to implement Mastery in Maths through the East Midlands Maths Hub resources and CPD.</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies mastery learning as having a moderate to high impact on pupil progress (+5 months). Mastery approaches are most effective when pupils secure understanding of key concepts before moving on, and when formative assessment informs targeted support.</p> <p>Mastery learning EEF</p> <p>EEF guidance reports on improving mathematics emphasise the importance of structured curriculum design, strong subject knowledge, explicit mathematical vocabulary teaching and the use of representations and manipulatives.</p> <p>The implementation of Teaching for Mastery through Maths Hub CPD and structured curriculum planning aligns with DfE and NCETM guidance. Evidence also highlights that high-quality, sustained professional development improves classroom practice and pupil outcomes when</p>	<p>3</p>

	supported by collaborative planning and release time. Training materials for DfE Mathematics guidance NCETM	
Support PP children with high needs and those with SEMH needs through employing specialist SEND support staff and an Emotional Literacy Support Assistant (ELSA). A range of approaches will be implemented and embedded into routine school practice. This will be supported by professional development and training for staff.	The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies Social and Emotional Learning (SEL) as having a moderate positive impact on academic progress (+4 months), particularly for disadvantaged pupils. Effective SEL approaches support pupils to develop self-regulation, emotional awareness and resilience, which in turn improves engagement and readiness to learn. Social and emotional learning EEF EEF guidance on improving behaviour and supporting pupils with SEND emphasises the importance of targeted interventions, structured support and well-trained staff. The strategic deployment of specialist SEND staff and a trained Emotional Literacy Support Assistant (ELSA) ensures that pupils' social, emotional and behavioural needs are addressed effectively and embedded within routine school practice. Professional development for staff ensures a consistent, whole-school approach, maximising the impact of targeted SEMH provision.	4

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

Budgeted cost: £139274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured reading support is provided through: <ul style="list-style-type: none"> • Targeted Catch Up Literacy interventions and additional phonics sessions • Carefully selected reading materials to 	The Education Endowment Foundation (EEF) identifies reading comprehension strategies (+6 months), phonics instruction (+5 months) and small group tuition (+4 months) as having a positive impact on pupil progress, particularly for disadvantaged pupils. Reading comprehension strategies EEF	2

<p>support progression and engagement</p> <ul style="list-style-type: none"> • Use of Accelerated Reader to increase motivation and independent reading practice • Regular monitoring by Reading Leads to evaluate impact and adapt provision 	<p>EEF Literacy Guidance Reports emphasise the importance of developing reading fluency, explicitly teaching comprehension strategies and ensuring pupils have access to high-quality texts that promote reading engagement and vocabulary development.</p> <p>Providing structured interventions such as CatchUp Literacy and targeted phonics sessions enables precise support for pupils who require additional practice. The use of diagnostic assessment tools and programmes such as Accelerated Reader supports individualised instruction and immediate feedback.</p> <p>Monitoring by Reading Leads ensures fidelity of implementation, informed adaptation of teaching and effective evaluation of impact.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £109525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The attendance officer will monitor PP children's attendance and punctuality and ensure that she is aware of their needs. Close monitoring and actions will be tailored to each child and their family. One of the Deputy Headteachers, the attendance officer, the EWO, the link Governor, SENDCO and Emotional Literacy Support Assistant (ELSA) will designate time to link with families with the aim to ensure that children attend school and that punctuality of some PP children improves. Rewards and incentives</p>	<p>Department for Education (DfE) research demonstrates a clear link between attendance and attainment, with pupils who are persistently absent achieving significantly lower outcomes at the end of primary school. Even small improvements in attendance are associated with improved academic progress.</p> <p>EEF guidance on supporting attendance and parental engagement highlights the importance of early identification, targeted intervention and strong relationships with families. Multi-layered approaches that include monitoring, tailored support and collaboration with external professionals are more effective than isolated strategies.</p> <p>Parental engagement EEF</p> <p>The strategic deployment of an attendance officer, supported by senior leadership, SENDCo and ELSA, enables</p>	<p>5</p>

<p>are in place to promote high % of attendance, punctuality and behaviour</p>	<p>a coordinated, personalised response to barriers affecting attendance. Rewards and incentives contribute to a culture of belonging and shared responsibility, reinforcing positive attendance behaviours.</p>	
<p>Develop parental skills and knowledge in supporting children in early reading through improved parental engagement.</p> <p>Purchase reading books for parents & carers to take home after the workshops.</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies parental engagement as having a positive impact on pupil progress (+3 months), particularly when support is structured and focused on learning.</p> <p>EEF Literacy Guidance Reports recommend providing parents with practical strategies to support early reading, including phonics, fluency and comprehension development. Workshops that model effective reading practices and provide clear guidance strengthen home–school partnerships and improve consistency of approach.</p> <p>Guidance reports EEF</p> <p>Providing high-quality reading books for families to use at home removes practical barriers and increases opportunities for regular reading practice, which is associated with improved literacy outcomes and reduced attainment gaps.</p>	<p>1, 2, 3, 4, 5</p>
<p>Subsidised visits/visitors, experiences and extra-curricular activities for PP children. e.g. PP pupils' educational visits and swimming costs</p>	<p>The Education Endowment Foundation (EEF) highlights the importance of removing non-academic barriers that may limit disadvantaged pupils' access to wider experiences. Financial barriers can reduce participation in enrichment activities, which in turn may impact aspiration, engagement and cultural capital.</p> <p>EEF evidence indicates that arts participation (+3 months) and social and emotional learning approaches (+4 months) can positively influence motivation, confidence and engagement with learning. Physical activity interventions also support wellbeing and readiness to learn.</p> <p>Arts participation EEF</p> <p>By subsidising educational visits, swimming and extracurricular activities, the school ensures equitable access to a broad and balanced curriculum, helping to develop background knowledge,</p>	<p>6</p>

	vocabulary and aspiration, particularly for pupils from disadvantaged backgrounds.	
Contingency fund for acute issues.	<p>The Education Endowment Foundation (EEF) highlights the importance of removing non-academic barriers that disproportionately affect disadvantaged pupils. Acute issues such as lack of appropriate uniform, transport difficulties, food insecurity or essential equipment can negatively impact attendance, readiness to learn and engagement.</p> <p>A small, carefully monitored contingency fund enables the school to respond swiftly to individual needs, ensuring minimal disruption to learning time and preventing escalation of absence or disengagement.</p> <p>Examples of support may include essential uniform items, transport assistance, learning resources or short-term welfare support directly linked to school attendance and participation.</p>	All

Total budgeted cost: £302,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
<p>Attainment in Reading, Writing and Maths at the end of KS2.</p>	<p>The attainment of PP pupils was lower, in line with or higher than that of non-PP pupils in the school and non-PP pupils nationally. Below is a comparison of attainment for PP pupils and non-PP pupils at the end of KS2 in the school.</p> <p>Reading – PP: EXS 72% & GDS 5%; Non-PP: EXS 88% & GDS 27%. This shows a gap of 16% at EXS and 22% at GDS.</p> <p>Writing – PP: EXS 44% & GDS 0%; Non-PP: EXS 63% & GDS 0%. This shows a gap of 21% at EXS and no gap at GDS because no one achieved this.</p> <p>Maths – PP:EXS 56% & GDS 10% Non-PP: EXS 84% & 27% GDS. This shows a gap of 28% at EXS and 17% at GDS.</p> <p>These outcomes indicate that while progress has improved in some areas, significant attainment gaps remain, particularly at Greater Depth. This has informed the strengthened focus on adaptive teaching, mastery learning and targeted academic support within the current strategy.</p>
<p>Year 1 Phonics</p>	<p>In Year 1, 65% of PP pupils met the phonics check compared with 71% of non-PP pupils.</p> <p>This data shows that the non PP pupils performed marginally better than the PP pupils.</p>
<p>Year 2 Phonics</p>	<p>In Year 2, 81% of PP pupils met the phonics check compared with 100% non-PP pupils.</p> <p>This data shows a gap of 19% - it is important to note that those children are also in other groups, e.g. SEND and EAL.</p>
<p>Attainment in Reading, Writing and Maths for</p>	<p>The attainment of PP pupils is lower than that of non-PP pupils in non-statutory year groups, apart from Reception</p>

<p>year groups other than Year 6.</p>	<p>where PP children are performing better than non-PP children.</p> <p>The Learning Walks, Lesson Visits and CPD have ensured that teachers have further developed their knowledge and expertise in relation to Quality First Teaching (QFT). A range of strategies for adaptive teaching have been evident in monitoring. The SLT have observed that during the Pupil Progress meetings, teachers have developed a stronger understanding of the PP pupils. This is also clearly reflected in the pupil progress meeting records.</p>
<p>Pupil Wellbeing</p>	<p>PP children had nurture provision and support during the year. This includes the ELSA. Staff training has been delivered by the SEMH team on Trauma Informed Practice and we are taking part in the Restorative Approaches project this year. In addition, the Mental Health Schools Teams provide access to timely mental health support for children while also strengthening whole-school approaches to wellbeing.</p>
<p>Cultural capital</p>	<p>PP pupils attended at least one after school club. Clubs and enrichment opportunities are subsidised by 100% for the Pupil Premium cohort through Pupil Premium funding. A range of enrichment visits were provided including visits to the Outdoor Pursuit Centre, places of Worship, National Space Centre, The Warning Zone. We also provided and paid for the PP pupils to experience a range of visitors to school to run educational workshops, e.g. Reception – Party Animals, Year 1 – Eggs and Chicks, Year 2 – the Fire of London, Year 3 – The Stone Age, Year 4 Crime and Punishment, Year 5 – The Rainforest and Year 6 – The Ancient Mayan Civilization. We also organise for a company to come in annually to perform a Pantomime.</p>
<p>Attendance</p>	<p>Attendance of PP pupils was 91.59% which is lower than that of non-PP pupils (92.99%). 27% of the PP cohort were persistent absentees compared with 18% of non-PP pupils. Reducing persistent absence among PP pupils remains a key priority and has informed the enhanced multi-agency attendance strategy outlined in this year's plan.</p>

Externally provided programmes

These are the non-DfE programmes that we used to support our pupil premium pupils. These were not funded by the PP Grant during the 2024-2025 academic year.

Programme	Provider
Timestables Rockstars	Maths Circle Ltd.
Accelerated Reader	Renaissance
White Rose Maths & Science	White Rose Education – part of the Trinity MAT
Teach Computing	National Centre for Computing Education
Tapestry	Tapestry
LEXIA Core5 Reading	LexiaUK
Dyslexia Gold	Engaging Eyes Ltd.
Catch Up Literacy	Catch Up
Seesaw	Seesaw Learning UK
Widgit Symbols	Widgit Symbols Ltd
JIGSAW – PSHE	JIGSAW PSHE Ltd.
KAPOW Art & Design and Design & Technology	KAPOW Primary
Twinkl	Twinkl Education Publishing
Get Set 4 PE	Get Set 4 PE education
Class VR	Class VR Avantis Education Ltd.
Charanga Music Programme	Charanga Ltd.
TACPAC	TACPAC Ltd.
PIVATS	Lancashire County Council
Language Angels	Nubridge Publishing Ltd.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Currently, there are no pupils on roll who are eligible for Service Pupil Premium.

The impact of that spending on service pupil premium eligible pupils

Currently, there are no pupils on roll who are eligible for Service Pupil Premium.