

# Well Green Pupil premium strategy 2025-2026

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	202
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tom Tien-Rhimes
Pupil premium lead	Rosie Shaw
Governor / Trustee lead	Dave Sutcliffe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£30615

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to enable every single pupil in our school to reach, or surpass, the national performance expectation for their age, including those who are eligible for Pupil Premium funding. As a school it is our aim for all pupils to achieve well and reach their true potential regardless of gender, ethnicity, sexual orientation, religion and race. We endeavour to ensure that Pupil Premium funding is used effectively to support those children eligible to enable them to make good progress and achieve well.

To ensure that our Pupil Premium funding is spent in the most effective ways we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective interventions and individual tuition to improve achievements in English and maths.
- Ensure that well-trained Teaching Assistants help to raise standards.
- Minimise the barriers to learning and achievement.
- Actively involve the governors in our decision making processes.
- Effectively monitor and evaluate the impact of spending.

The Pupil Premium spending is a carefully staged process which is aligned with other school development plans and existing practices to ensure sustained impact. We make use of current research to inform our decision making with regards to how funding is spent and practices we implement. Following guidance from the Education Endowment Foundation, we use a tiered approach to PP funding to help balance approaches to improving teaching, targeted academic support and wider strategies.

1. Teaching – this includes professional development for staff and resources to support teaching and learning
2. Targeted academic support – this includes a combination of structured interventions, small group tuition and one-to-one support where needed.
3. Wider strategies – clubs, therapeutic interventions etc.

We use seven building blocks, as identified by research undertaken by NFER, to effectively support disadvantaged pupils' achievement:

1. Whole school ethos of attainment for all
2. Addressing behaviour and attendance (where necessary)
3. High quality teaching for all
4. Meeting individual needs
5. Developing staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

We implement Rosenshine's Principles of Direct Instruction, which are key researched-based principles drawn from cognitive Science, to ensure quality first teaching:

1. Daily review - begin lessons with a short review of previous learning.
2. Small steps - new materials are introduced in small steps with student practice after each new step.
3. Questions – a large number of questions are asked and pupils' responses are checked/ assessed.
4. Provide models – models and scaffolds are provided to structure and support learning.
5. Guide student practice – models and examples are used to guide learning.
6. Check understanding – pupils' understanding is checked before moving on to the next step.
7. Obtain high success rate – work is pitched at the appropriate level so that pupils have a sense of achievement.
8. Scaffolds for difficult tasks – temporary supports are used to assist pupils' learning e.g. cue cards, checklists, word banks etc.
9. Independent practice – pupils are given time to embed skills and knowledge.
10. Weekly and monthly review – used to help pupils connect new material to prior knowledge.

The PP Strategy is reviewed annually, but following Government recommendation, we have a three-year plan so some targets and key priorities will remain in place over a number of years.

## Challenges

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

Challenge number	Detail of challenge
1	SEND - diagnosed or undiagnosed learning difficulties e.g. general cognition and learning difficulties.

2	Specific learning difficulties within English e.g. low level of attainment in phonics, oracy, reading, spellings etc.
3	Specific learning difficulties within Maths e.g. low level of attainment in number, fluency, shapes etc
4	Specific speech and language difficulties e.g. social communication, expressive language, non-verbal cues etc
5	Unsupported learning habits e.g. children who do not complete homework or non-reading at home, possible limited experiences too.
6	Social and emotional difficulties – ongoing personal problems, lack of confidence, low self-esteem, poor mental health etc.

## 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
Pupils make good progress in Writing and meet their Year group expectations.	Termly assessments will be used to track progress. End of year assessments will provide individual data.
Pupils make good progress in Maths and meet their Year group expectations.	Termly assessments will be used to track progress. End of year assessments will provide individual data.
Pupils make good progress in Reading and meet their Year group expectations.	Termly assessments will be used to track progress. End of year assessments will provide individual data.
Year 1 Pupils achieve the national expected standard in the Phonics Screening Check.	Phonic Screening data will provide evidence: Year 1 Summer 2025
Pupils have access to a wider range of experiences (cultural capital).	Records will show that pupils have attended extra-curricular clubs, trips and visits, including experiences they might otherwise not have achieved, such as a theatre visit.
Pupils' emotional needs are met so that they are better equipped to access their learning.	Intervention records will evidence that: Pupil's mental health has been well supported, and that pupils' social & communication skills have improved.

## 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: £22,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of additional staff to support with targeted interventions	EEF research suggests that targeted interventions delivered by trained TAs can lead to positive effects on learning	1,2,3,4
New resources purchased to support pupils' learning, including the updated Maths No Problem for Y1-4 and Power Maths purchased for EYFS. online subscriptions and additional books to support Phonics teaching.	Maths Mastery approach as recommended by the Mathshub and NCETM. DfE validated systematic synthetic phonics programme.	2,3
Subscriptions to organisations to support with resources for teaching and learning e.g. Kapow, White Rose, Tapestry	Chris Quigley pedagogical based approach to learning.	2,3
Ensure quality first teaching for all through staff development, support and training, including mentoring new members of staff.	The EEF recommended tiered approach to PP funding – Tier One: professional development teaching and learning.	1-6

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths support e.g. specific interventions such as MyMaths or Dynamo, pre-teach or follow-up sessions, Times tables work etc.	The EEF recommended tiered approach to PP funding – Tier Two: targeted academic support – this includes a combination of structured interventions, small group tuition and one-to-one support where needed. Recommended programmes to support the maths curriculum and for dyscalculia (LA advisory service).	1,3

Targeted English support e.g. specific interventions such as Nessy, additional reading, phonics support, spelling and handwriting support etc	As above Recommended programmes to support pupils with dyslexia (LA advisory service).	1,2
Other academic support e.g. SALT interventions, Phonics club, Homework club etc.	As above	4,5

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic interventions e.g. social & emotional, lego therapy etc, ELSA training	The EEF recommended tiered approach to PP funding – Tier Three: Wider Strategies.	6
Develop the role of the Mental Health Support Team within school to best support pupil's wellbeing.	As above	6
To provide wider opportunities and experiences for pupils to support their mental wellbeing e.g. extracurricular clubs, music tuition etc.	As above	5,6

**Total budgeted cost: £ 30,615**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment in KS1 & 2:

Subject	Average Scaled Score	% working at Expected or above
Maths	106	73%
Reading	103.6	55%
Writing	95	36%
GPS	111.2	89%

Progress:

	% of children making expected progress or more
Maths	82%
Reading	82%
Writing	91%
GPS	100%

45% of PP children are also on the SEND register, 2 of whom have an EHCP.

Whilst some pupils may not be meeting the expected standard, average scaled scores are good and these strategies have enabled pupils to make good progress.

This data enables us to identify key areas to focus on moving forward, thus writing will be a key focus for the coming academic year.

We believe that some pupils have still been heavily affected by the 2020 National lockdown and enforced school closure in 2021, and recognise that this is a continuous journey over the coming years to support pupils' progress and attainment.

During the year we implemented a number of strategies to support PP children including:

- Quality first teaching within all classes
- Specific targeted TA support within classrooms
- Specific interventions e.g. Nessy, MyMaths, Dynamo etc.
- Additional maths and English small group support
- After school interventions e.g. homework clubs.
- Continued whole school focus on Reading and vocabulary
- Continued whole school focus on number fluency
- Continued whole school focus on wellbeing
- Interventions to support social and emotional aspects of learning led by the Mental Health Support Team.
- Specific therapeutic interventions to support social and emotional aspects of learning delivered by specialist providers.

## 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
Dynamo	Jellyjames Publishing Ltd.
MyMaths	Oxford University Press
Nessy	Nessy Learning
SPAG.com	Orchard Digital Ltd.
Times Table Rock Stars	Maths Circle Ltd.