

Wells Primary School Pupil Premium Strategy Statement



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	Wells Primary School
Number of pupils in school	342 (including Nursery)
Proportion (%) of pupil premium eligible pupils	7.1 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	January 2025 - December 2028
Date this statement was published (updated)	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Debbie Franklin Head teacher
Pupil premium leads	Debbie Franklin Head teacher
Governor / Trustee lead	Buket Yilmaz Chair of Governors

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£62,575
Recovery Premium funding allocation this academic year	0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£62,575

Part A: Pupil premium strategy plan

Statement of intent

At Wells Primary School we are committed to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to provide all pupils with opportunities and life experiences they may otherwise be denied. We have high expectations for all pupils, including those disadvantaged pupils who are already high-attaining. Our ambition is that disadvantaged children will achieve similar educational outcomes as their non-disadvantaged peers and enjoy the same prospects for the future.

High Quality Teaching

The achievement and progress of our pupils is monitored closely. High quality teaching, which includes robust assessment, is at the heart of our approach to raising standards. We use our extra funding to focus on areas in which disadvantaged pupils require most support and where maximum impact will be achieved.

Reading lies at the heart of the curriculum for all pupils at Wells Primary School. We know that success in reading enables pupils to access all other areas of learning. In our drive to ensure that disadvantaged pupils achieve as successfully as all other pupils, reading is a key focus. We believe that achievement and progress in reading will have the greatest impact in helping to close the attainment gap between disadvantaged and non-disadvantaged pupils. Our intention is that all children will learn to read well.

We ensure that we know our pupils really well. We are committed to understanding any barriers to learning children may experience, to understand their learning behaviour and to know what motivates them. Teaching staff are expected to have an in-depth knowledge of individual children's strengths in learning and their areas for development. Senior staff, as well as teaching and support staff, make a concerted effort to forge strong relationships with the children and their families.

We invest heavily in teacher's professional development including for our Early Career Teachers, and senior staff play an integral role in this. Our intention is to regularly revisit key strategies in good practice, including how best to support disadvantaged learners, to ensure consistency, maintain high expectations and achieve excellent outcomes.

Targeted academic support

Our in-depth knowledge of our children enables us to identify which pupils would benefit from additional focused support. We have a regular programme of specific, planned and measurable interventions to target learners who have been most affected by the pandemic or other adverse circumstances, including both disadvantaged and non-disadvantaged children. We are using the National Tutoring Programme and providing school-led tutoring for those most in need. However,

knowing that academically able pupils from disadvantaged backgrounds are most at risk of underperforming, we also target high-attaining pupils for challenge.

In short we intend to:

- ensure that all disadvantaged pupils are sufficiently challenged with high expectations for all learners;
- act early to intervene at the point need is identified – even in Early Years;
- ensure all staff take responsibility for disadvantaged pupils' outcomes and raise their expectations of what they can achieve.

Wider approaches

We also believe that high self-esteem and confidence plays a significant role in raising achievement. We therefore make nurture and emotional well-being a priority for all our pupils, especially those who are disadvantaged by challenging early life experiences.

Our reputation for providing a nurturing, supportive environment makes the school a popular choice for pupils who have been adopted, for those in the care of the local authority and for children subject to special guardianship arrangements. We have extensive experience in supporting children who may experience attachment difficulties or separation anxiety.

We make a significant ongoing investment in staff development to support children's emotional health and well-being. Our mission is to give pupils who may have suffered trauma the support they need to have a positive future.

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 underdeveloped oral language skills and vocabulary gaps among some of our disadvantaged pupils. There are also several children for whom English is an additional language. This not only manifests itself in communication difficulties but also affects the children's development as readers and writers.
2	Assessments, observations, and past experience suggest disadvantaged pupils may have greater difficulties with phonics than their peers. This could negatively impact their development as readers. It is essential to provide early support and

	preventative measures so that all children have equal opportunity to develop as readers.
3	Observations, assessments and pupil discussions indicate that some of our disadvantaged children experience difficulty comprehending text. This limits their ability to enjoy the same level of reading material as their non-disadvantaged peers, but also limits their access to other curriculum areas.
4	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Almost 50% of our disadvantaged pupils have needed extra support to help them work within the expected level of attainment for their age.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some disadvantaged pupils, likely due to traumatic early life experiences. 50% of our disadvantaged children currently require additional support with behaviour or social and emotional needs.
6	We have identified an inequality in opportunity for out of school pursuits for some of our disadvantaged pupils. Their families may not have the means or time to provide the same activities as their non-disadvantaged peers. These pupils may have fewer opportunities to develop personally and socially and less access to cultural capital than their peers.

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
To improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils, including those who were at the early stages of English acquisition when they arrived at the school. This is evident when triangulated with other sources of evidence, including responses in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Our aim is for 100% of disadvantaged pupils to meet the expected standard across the curriculum (unless they have a specific additional learning need that prohibits them from doing so).
To further improve maths attainment for disadvantaged pupils at the end of KS2.	Our aim is that 100% of disadvantaged pupils at least meet the expected standard (unless they have a specific additional learning need that prohibits them from doing so). Year 4 disadvantaged pupils achieve as well as their non-disadvantaged peers in the Multiplication Check each year..

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing over the next three years demonstrated by: <ul style="list-style-type: none"> ● qualitative data from pupil feedback, student and parent surveys, PEP meetings and LAC reviews and teacher observations. ● extensive participation in enrichment activities among disadvantaged pupils.
To sustain high attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2028 demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 3.5% with no difference in attendance rates for disadvantaged pupils. ● no persistent absentees (pupils with attendance below 90%), unless there are mitigating circumstances such as ongoing medical reasons.
To ensure that disadvantaged children develop cultural capital in line with their non-disadvantaged peers.	There will be extensive participation in enrichment activities among disadvantaged pupils. Pupils will be exposed to a range of academic, skills-based, artistic, sporting and cultural opportunities to which they may not otherwise have access.

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: approximately **£19,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide time and training for staff to ensure the Nuffield Early Language Intervention tasks for Reception pupils are administered and interpreted appropriately.</p> <p>Provide time and training for staff to ensure NELI intervention programme is delivered effectively.</p>	<p>NELI diagnostic assessments are designed to provide an early indication of children’s specific strengths and weaknesses in oral communication. Additional support can be provided in a timely way through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
<p>Continue Read, Write Inc. Fresh Start programme in KS2.</p> <p>Renew on-line training package in <i>Read, Write Inc.</i> to ensure teachers stay up to date with the programme and new teachers have access to training.</p>	<p>There is a strong evidence base that indicates phonics has a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Fresh Start Phonics has a comprehension focus as well as a decoding programme.</p>	2/3
<p>Continue to disseminate the CPD for mastery teaching, especially for our Early Career Teachers. Further enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to access Maths Hub resources and CPD (including Teaching for Mastery training) and to provide team teaching for ECTs.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>To maintain excellence in social and emotional learning and make further improvements where possible.</p> <p>School to engage in race equality training</p> <p>ELSAs to attend REWT sessions</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://www.hemisphereeducation.com/</p>	5

<p>Two <i>Place2Be</i> trained members of staff to review and revisit Level 3 training with <i>Place2Be</i>.</p> <p>MHWB lead to continue to attend supervision sessions and training</p> <p>Attachment training to be revisited for all staff.</p> <p>Key teacher to complete training on trauma informed schools.</p> <p>Participate in Hamish and Milo well-being programme.</p> <p>Continue with SEATTSS EMWB approach.</p> <p>To roll out MyHappyMind - (a whole school wellbeing approach) across the school</p>	<p>https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/</p> <p>https://www.traumainformedschools.co.uk/home/evidence-base</p> <p>https://hamishandmilo.org/theoretical-context/</p> <p>https://myhappymind.org/</p>	
<p>Employment of specialist teachers for music, hire of a musical instrument for every child.</p>	<p>Arts participation can have a positive impact on academic outcomes in other areas of the curriculum and arts engagement is valuable in and of itself. Benefits such as increased wellbeing and more positive attitudes to learning are consistently reported too.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	6

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

Budgeted cost: **£34,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training for Teaching assistant to assess pupils in Reception and	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

<p>deliver weekly programme of interventions using the NELI programme</p>		
<p>In Key Stages 1 and 2, create <u>four</u> daily maths teaching groups (rather than three class groups) across each phase.</p> <p>In Reception and KS1 create much smaller focused teaching groups for daily phonics.</p>	<p>Smaller teaching groups allow the teacher to give pupils more individual attention, including those who are disadvantaged.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Smaller teaching groups, based on diagnostic assessment of phonics progress, allows children to progress rapidly. Children who are identified as needing extra support can be quickly assisted so that they do not fall further behind. Disadvantaged pupils who may be at risk of struggling with phonics will receive the support they need.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>
<p>Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Provide school-led individual and small group tutoring. The vast majority of our disadvantaged pupils will receive tutoring, including those who are high attaining.</p> <p>Employment of an Academic Mentor to provide targeted support for individuals and children within the school day, and to support reading for</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>

children who attend Afterschool Club.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,675**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund extra-curricular clubs where needed. Ensure that disadvantaged children are considered first when limited places are available for a particular activity.	Extra-curricular activity can have a positive impact on pupils' self-esteem, friendships and attitudes. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.	5
Provide financial assistance for children to attend Year 6 residential visit in the summer term. Fund trips and activities for children throughout the school year.	Physical and adventurous outdoor activities are good for mental health and wellbeing as well helping to increase confidence and self-esteem. It is important that disadvantaged children have equal opportunities and do not feel left out.	5, 6
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
Subscribe to Educational Welfare Service to monitor and promote high attendance.	Good attendance leads to better attainment and helps to establish a positive work ethic for the future.	All

	EWO service assists some children and families to sustain regular attendance. Home visits help us to monitor and promote good attendance.	
Provide regular emotional support for children, especially those who have had challenging early life experiences, suffered bereavement, or who are experiencing domestic issues.	Past experience of working with children with emotional difficulties, including attachment issues, has proven that children need to be happy in school and settled to be able to learn effectively. With a significant number of children who have had challenging early life experiences, it is important that the school has a staff team that is equipped to support and nurture vulnerable pupils.	5

Total budgeted cost £64,475,

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.

A particular focus on disadvantaged pupils and those with the lowest attainment helped ensure that by the end of July 2025, the majority of pupils were working at the Expected Standard in the core subjects.

Year 6 % of children achieving expected standards 2025:

87% Reading (test), Writing (TA) and Maths (test) combined

89% Reading (test)

89% Grammar, Punctuation and Spelling (test)

98% Mathematics (test)

96% Writing (teacher assessment)

29% of the Year 6 cohort in 2025 were eligible for pupil premium.

67% of disadvantaged pupils achieved expected standard in reading, writing and maths (47% nationally).

89% of disadvantaged pupils reached the Expected Standard in Maths and Writing, and 67% reached the expected standard in reading and in Spelling, Grammar and Punctuation. This compared very favourably overall with national levels.

EYFS

100% of disadvantaged pupils achieved a Good Level of Development in the Early Years Foundation Stage.

Year 1

50% (2 pupils eligible) of disadvantaged pupils met the required standard in the Year 1 Phonics Screening Check.

End of KS1

There were no pupils eligible.

Attendance

Overall attendance of all pupils in 2024-25 was **96.4%**.

The attendance of disadvantaged pupils in 2024-25 was **96.1%** (nationally 93.1%)

Externally provided programmes

Programme	Provider
N/A	N/A

Further information

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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 how historically we have managed to secure positive outcomes for disadvantaged pupils. We also looked at the context of our disadvantaged pupils which may differ from other schools.

We looked at a number of 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 difficult early life experiences as well as socio-economic circumstances. We have also considered the impact of the pandemic on disadvantaged pupils.

We have used the EEF resources and guidance to help us use our Pupil Premium funding effectively to secure the best outcomes for disadvantaged children.

We shall monitor the effectiveness of our plan and make amendments on an ongoing basis, responding as appropriate to the needs of the children.