

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	Wingfield Primary School
Number of pupils in school	670 (including Nursery) 622 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	21% (139 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	November 2024- November 2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Adam Wilson (Headteacher)
Pupil premium lead	Megan Borthwick (Class Teacher & Assistant SENCo)
Governor / Trustee lead	Bradley Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,050

Part A: Pupil premium strategy plan

Statement of intent

At Wingfield, we are committed to ensuring that every pupil is supported to become a confident, independent and inquisitive learner, regardless of their background or the challenges they may face. Through high-quality teaching and a broad, ambitious curriculum, we strive to narrow the attainment gap for disadvantaged pupils and address any gaps in knowledge, skills and experiences.

We believe that knowledge is a right for all pupils. Providing equitable access to a rich and varied curriculum is fundamental to promoting inclusion, raising aspirations and enabling all pupils to thrive academically, socially and emotionally. Our aim is for every pupil to make strong progress and achieve highly across all areas of the curriculum.

Our Pupil Premium strategy is designed to provide targeted support in identified areas of need, ensuring that disadvantaged pupils, including those who are already high attaining, are challenged and supported to reach their full potential. The approaches and interventions we implement are informed by the needs of our pupils and are intended to benefit all learners where appropriate.

High-quality teaching remains at the heart of our strategy, as it has the greatest impact on improving outcomes for disadvantaged pupils while also strengthening outcomes across the whole school. We also utilise school-led targeted interventions to address specific barriers to learning and accelerate progress where needed.

Key Principles:

- Intervene early to identify and address barriers to learning as pupils enter the school.
- Maintain a relentless focus on supporting and accelerating progress for our most vulnerable learners, including those within the lowest 20% of attainment.
- Deliver a consistent whole-school pedagogical approach centred on "keep up, not catch up", ensuring pupils receive timely support within high-quality classroom teaching.
- Ensure all pupils have access to a rich range of academic, cultural and enrichment opportunities that broaden experiences and raise aspirations.
- Place attendance, wellbeing and belonging at the heart of our work, recognising their importance in securing positive outcomes for pupils.
- Use evidence-informed approaches to maximise the impact of Pupil Premium funding and continually review effectiveness.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of pupils in Nursery and Reception are entering school with communication and language needs, particularly in oral language and vocabulary development. Early intervention is key to securing positive outcomes and future success.
2	Attendance remains a barrier for some disadvantaged pupils, limiting access to learning, progress and wider opportunities available in school.
3	Mental health and wellbeing challenges for some pupils and families can present barriers to learning, engagement and achievement.
4	Some disadvantaged pupils have limited access to wider enrichment opportunities and experiences beyond the academic curriculum, which can impact their personal development, confidence and social skills.

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 entering Nursery and Reception with communication and language needs will make strong progress in oral language, vocabulary acquisition and communication skills. As a result, an increasing proportion of pupils will achieve a Good Level of Development (GLD) at the end of Reception and will be better equipped to access learning throughout their school journey and beyond.	- An increased proportion of disadvantaged pupils achieve a Good Level of Development (GLD) by the end of Reception. - Assessments demonstrate strong progress in communication and language from pupils' starting points. - Early language screening and intervention data show accelerated progress for identified pupils. - Teachers report improved confidence, vocabulary use and oral communication skills among pupils in the Early Years. - Pupils are better able to access the wider curriculum through improved language acquisition.
Attendance for disadvantaged pupils remains strong and continues to improve through early identification, targeted support and effective partnerships with families. As a result, pupils attend school	- Attendance for disadvantaged pupils remains above national averages for disadvantaged pupils.

regularly, maximise learning opportunities and achieve positive academic and personal outcomes.	- Overall attendance for disadvantaged pupils continues to improve year on year. - Persistent absence among disadvantaged pupils reduces further and remains below national averages. - The attendance gap between disadvantaged and non-disadvantaged pupils continues to narrow. - Pupils identified with attendance concerns demonstrate improved attendance following targeted support and intervention. - Disadvantaged pupils access learning consistently and make strong progress from their starting points.
Pupils and families will receive timely and effective support to promote positive mental health and wellbeing.	- Pupils receiving targeted wellbeing support show improved engagement in learning. - Behaviour, wellbeing and pastoral records demonstrate improved emotional regulation and resilience. - Pupil voice indicates that pupils feel safe, supported and able to seek help when needed. - Disadvantaged pupils requiring pastoral or emotional support have their needs identified and addressed promptly. - Academic progress for targeted pupils improves as barriers linked to wellbeing are reduced.
Disadvantaged pupils will have equitable access to a rich and varied range of curriculum and enrichment opportunities.	- Participation rates of disadvantaged pupils in clubs, educational visits and enrichment activities increase. - Increased attendance of Pupil Premium families at school events and engagement opportunities. - Pupil voice demonstrates increased confidence, aspirations and willingness to engage in new experiences. - Disadvantaged pupils access the full breadth of the curriculum and wider opportunities offered by the school. - Staff observations and pupil outcomes indicate improved social skills, confidence and personal development.

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: £46,769

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality, precise and effective teaching across the curriculum, with a strong focus on developing pupils' knowledge, skills and vocabulary. Staff will use assessment effectively to identify misconceptions, provide timely support and ensure disadvantaged pupils can access ambitious learning and achieve well.	The EEF identifies high-quality teaching as the most effective lever for improving outcomes for disadvantaged pupils. Effective modelling, questioning, feedback and responsive teaching are key components of successful classroom practice. Research based books - Doug Lemov- Teach Like a Champion Daniel Willingham- Why Don't Teachers Like School Daisy Christodoulou- Making Good Progress Craig Barton- How I Wish I'd Taught Maths The Writing Revolution- Judith Hochman Responsive Teaching- Harry Fletcher-Wood Bringing Words to Life- Isabel Beck	1, 2, 3 & 4
Continue to provide professional development and coaching for Early Years staff to strengthen implementation of the EYFS Ambition Framework, with a particular focus on communication and language, vocabulary development and high-quality adult-child interactions.	Research shows that oral language approaches have a high impact on pupil outcomes, particularly in the Early Years. Strong communication and language development provides the foundations for future success across the curriculum.	1, 2, 3

Develop staff expertise in adaptive teaching through a train-the-trainer approach, ensuring all teachers can effectively scaffold learning, remove barriers and provide appropriate challenge for disadvantaged pupils.	EEF guidance highlights that adaptive teaching enables pupils with differing needs to access the same ambitious curriculum and can significantly improve outcomes when implemented consistently across a school.	1, 2 & 3
Provide targeted emotional literacy and wellbeing support through trained ELSA practitioners, helping pupils develop resilience, emotional regulation and positive relationships.	Targeted social and emotional support can improve pupils' engagement with learning, self-regulation and overall readiness to learn, particularly for vulnerable pupils.	3
Provide Year 3 Hemisphere training for staff to strengthen understanding of children's emotional development, behaviour and wellbeing, enabling earlier intervention and more effective support for pupils and families.	Developing staff expertise in emotional wellbeing and trauma-informed approaches helps create positive learning environments, increases engagement and reduces barriers to learning for vulnerable pupils.	3
Provide structured lunchtime and after-school physical activity opportunities to support pupils' mental health, wellbeing, confidence and engagement in school life.	Participation in physical activity is associated with improved wellbeing, behaviour and engagement, supporting both academic and personal development outcomes.	3 & 4
Strengthen whole-school inclusive practice through NPQ SENCO training, enhancing the school's ability to identify needs early, support vulnerable pupils and ensure effective classroom provision for disadvantaged learners.	A strong inclusion strategy and effective leadership of SEND provision support improved outcomes for disadvantaged pupils, particularly those with additional learning needs.	1, 2, 3

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

Budgeted cost: £134,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver the Nuffield Early Language Intervention (NELI) & Early Talk Boost programmes to identified pupils in the Early Years to strengthen oral language, vocabulary acquisition and communication skills through structured small-group and individual support.	Oral language interventions have been shown to have a high impact on pupil outcomes, particularly for disadvantaged pupils. Early language support helps children develop the communication skills necessary for future learning and increases the likelihood of achieving a Good Level of Development.	1, 3
Provide targeted reading support through the Little Wandle Fluency and Catch-Up programmes, alongside interventions such as Toe by Toe, for pupils who require additional support in reading accuracy, fluency, decoding and comprehension. These structured interventions help pupils close gaps in learning, develop confidence as readers and access the wider curriculum successfully.	Evidence suggests that targeted reading interventions are most effective when delivered alongside high-quality classroom teaching. Structured programmes that focus on fluency, decoding and comprehension can accelerate progress for struggling readers, improve reading attainment and enable pupils to access learning more effectively across the curriculum.	1, 3
Provide targeted one-to-one and small-group support for identified pupils to address academic barriers and social, emotional and mental health needs. This may include	Small-group tuition and targeted interventions can provide significant gains when closely matched to identified need. Personalised support also helps pupils engage more effectively with learning and school life.	2, 3, 4

mentoring, structured interventions, learning breaks and targeted support from external partners, such as sports coaches and specialist practitioners.		
Utilise the school's Learning Mentor to provide targeted support for pupils requiring additional emotional, behavioural or pastoral support. This will be complemented by a regularly reviewed Relationships, Health and Education (RHE) curriculum to address issues such as healthy relationships, bereavement, emotional wellbeing and peer-on-peer behaviour.	Targeted pastoral support, combined with a strong personal development curriculum, can improve pupils' wellbeing, resilience, engagement and readiness to learn, helping to remove barriers to achievement.	3, 4
Deliver targeted ELSA interventions for pupils experiencing social, emotional or mental health difficulties, enabling them to develop emotional literacy, resilience and positive coping strategies.	Social and emotional learning approaches have been shown to positively impact pupils' wellbeing, engagement and academic outcomes, particularly when delivered as part of a graduated support model.	1, 2, 3 & 4
Continue to utilise the Family Liaison Officer to strengthen partnerships between home and school, provide early help for families and coordinate support for pupils facing barriers that may impact attendance, wellbeing and achievement. The FLO will work proactively with families, staff and external agencies to ensure pupils receive timely and appropriate support, helping to remove barriers to	Strong parental engagement and effective home-school relationships are associated with improved attendance, behaviour, wellbeing and academic outcomes. Early intervention and ongoing family support can help address challenges before they escalate, enabling pupils to attend regularly, engage positively in school and achieve their potential.	1, 2, 3, 4

learning and engagement.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide disadvantaged pupils with equitable access to a wide range of enrichment opportunities, including educational visits, residential experiences, theatre performances, after-school clubs and curriculum enhancement activities. Financial support will be provided where appropriate to ensure that cost is not a barrier to participation.	EEF research highlights that wider experiences can support pupils' confidence, motivation, social development and engagement with learning. Participation in enrichment activities helps broaden horizons, raise aspirations and contribute positively to personal development and wellbeing.	2, 3 & 4
Provide targeted opportunities for disadvantaged families to engage with their child's learning through workshops, curriculum events, reading initiatives and family learning opportunities. This will strengthen home-school partnerships and equip parents with strategies to support learning, attendance and wellbeing.	The EEF identifies parental engagement as a highly effective approach for improving pupil outcomes. Effective partnerships between home and school can support attendance, raise aspirations, improve confidence and reinforce learning beyond the classroom, particularly for disadvantaged pupils.	2, 3 & 4
Provide a targeted breakfast club led by the Learning Mentor to ensure disadvantaged pupils begin the school day positively, with access to a nutritious breakfast, social interaction and pastoral support where required.	Research suggests that breakfast provision can improve pupils' readiness to learn, attendance, behaviour and wellbeing. Breakfast clubs can also provide valuable opportunities for pastoral support and positive relationships at the start of the school day.	1, 2, 3, 4

Further develop Forest School provision within the Early Years to provide regular outdoor learning experiences that support communication and language development, physical development, wellbeing, resilience and curiosity.	Outdoor learning approaches have been shown to positively impact engagement, self-regulation, confidence and social skills. Forest School experiences provide meaningful opportunities for language-rich interactions and support children's personal, social and emotional development alongside academic learning.	1, 2, 3 & 4
Provide pupils with access to aspirational experiences, visitors, community links and cultural opportunities that broaden horizons, develop understanding of future pathways and raise aspirations beyond their immediate experiences.	Exposure to a broad range of experiences and role models can help pupils develop confidence, ambition and motivation. These opportunities support personal development and encourage pupils to engage positively with learning and future aspirations.	2, 3 & 4

Total budgeted cost: £203,050

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

		RWM Attainment	Progress reading	Progress writing	Progress maths
Year 1	Disadvantaged	60%	2.6	2.8	3.3
	Non-disadvantaged	85%	3.3	3.3	3.4
Year 2	Disadvantaged	58%	2.7	2.8	2.5
	Non-disadvantaged	88%	3.0	2.9	2.9
Year 3	Disadvantaged	39%	2.4	2.7	2.7
	Non-disadvantaged	80%	3.0	2.9	2.9
Year 4	Disadvantaged	62%	3.1	3.0	3.2
	Non-disadvantaged	90%	3.1	3.1	3.1
Year 5	Disadvantaged	43%	3.1	3.3	3.1
	Non-disadvantaged	90%	3.3	3.1	3.1
Year 6	Disadvantaged	75%	3.7	3.9	3.7
	Non-disadvantaged	96%	3.3	3.3	3.3

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
Nuffield Early Language Intervention	Nuffield Trust
Early Talk Boost	Early Intervention Foundation
ELSA training	ELSA support

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A