

Premium strategy statement – Wellington Primary School and Nursery

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	22.03%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Miss Emma Blankley, Headteacher
Pupil premium lead	Mr Tim Wilson (Assistant headteacher / DSL)
Governor / Trustee lead	Mrs Alison Naylor - Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,730.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£3,730.00

Part A: Pupil premium strategy plan

Statement of intent

Within the Fern Multi Academy Trust (Marlbrook Primary School, Wellington Primary School, and St Martin's Primary School) we are committed to supporting all pupils to be the best they can be. The focus of our pupil premium strategy is to support disadvantaged pupils achieve their full potential, including progress for those who are already high achievers. We are aware that for this plan to have the greatest impact it needs to be an integral part of our wider school plans for education recovery for all pupils across the Trust.

We recognise that not all pupils enjoy the same advantages in life and some will have barriers to their learning, which come with living in poverty and/or experiencing levels of disadvantage. We also appreciate that some vulnerable pupils, such as those with a social worker and young carers, face further challenges. As a school community we are focussed on removing as many of these barriers as possible and giving pupils every opportunity we can in order for them to thrive emotionally and academically, regardless of whether they are disadvantaged or not.

Working with families and Governors, we have devised a plan to use our Pupil Premium monies to support that aim. We know our children and families well and our plan reflects this. Our statement is responsive to common challenges and individual needs and is rooted in robust assessment and evidence of impact.

Funds are used to support families as well as pupils to enable our disadvantaged community to develop resilience to the challenges they face and develop skills, such as improved parenting skills; improved academic skills and improved life skills, which in turn lead to the improved mental health and well-being of the whole family and in turn, lead to improved outcomes in school.

There is no "one size fits all" plan, and we are committed to ensuring our provision is fluid and reflective at all times so we can respond effectively to pupil need promptly.

To ensure our plan works we will:

- Regularly monitor and mentor staff to ensure they are providing support and challenge in lessons and that staff have high expectations for disadvantaged pupils
- Continue our school ethos of early intervention that is bespoke if necessary
- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor the impact of our catch up intervention programmes and adapt them quickly if they lack impact using the cycle recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy

Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry to Nursery and Reception. Pupils enter school with poor expressive and receptive language skills and poor social/emotional skills. This slows reading/writing progress. This is evidenced when assessing, observing and talking to pupils.
2	Inconsistent support from home, among some families, across all key stages, with reading/homework/self-regulation/organisational skills. This impacts on all areas of school life, including progress, attainment and behaviour. Some families would benefit greatly from additional support and nurture as a whole unit as opposed to school working in isolation with pupils and require joined-up thinking and work between school and a variety of outside agencies. Literacy and numeracy levels among a minority of parents also presents a barrier to pupil engagement and progress.
3	Emotional and mental health issues are prevalent among our PP pupils and their families. The numbers of disadvantaged pupils in need of intervention from our Student and Family Support team has increased. 30% of the team's current caseload are disadvantaged pupils or pupils with a social worker.
4	20% of PP pupils are also on our school SEN register and require additional support to access the curriculum.
5	Internal school attainment and progress data indicates that PP pupils are working slightly behind their peers. There is a need to target key groups of pupils and plan for accelerated progress. This is based on TA data from July 2025. Recent assessment in November has evidence that pupils are beginning to make progress.
6	Some of our pupils live in areas where poverty/deprivation is high which limits the cultural and life experiences on offer to them and their families. Discussions with teachers indicate that this impacts on pupils' ability to engage with the broader curriculum. Pre-topic assessments show their prior knowledge of science, history and geography is lower than that of non-disadvantaged pupils who may have been exposed to more learning experiences at home and in the wider world.
7	Vulnerable pupils' attendance is disproportionately affected by life circumstances. Our attendance data for 2024-25 indicated that overall attendance among our disadvantaged pupils was 3.1% lower than for non-disadvantaged pupils.

	7.4% of all pupils were recorded as 'persistently absent' (4 pupils). 50% of these (2 pupils) were disadvantaged pupils. We are aware that absenteeism is negatively impacting specific disadvantaged pupils' progress.
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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
1.Improve language skills of pupils eligible for PP in Reception and KS1 to support pupils in the development of early phonics skills to support reading and writing. This will begin with developing good speaking and listening skills. Pupils will make accelerated progress to close the gaps create by disrupted schooling.	The % of pupils making GLD by the end of the year will continue to be at least 80%. The % making GLD in the areas of language and communication and making relationships will be at or above nationally expected levels. This will be achieved by 2026 / 27.
2. Improved reading fluency and understanding among disadvantaged pupils. All PP pupils will be targeted to achieve the expected standard for the phonics check at the end of Year 1. This will then impact on improved reading and writing scores.	At least 80% of PP pupils to pass the Yr 1 Phonics screening test (our school results for Phonics was 71% in June 2025 compared to 80% nationally). Over 85% of disadvantaged pupils across all year groups will achieve ARE in terms of books bands (reading age) and comprehension skills. This will be in line with targets set for non-disadvantaged pupils. Evidence from assessment data can be triangulated with lesson observations, book looks, reading records and intervention work (83.5% of PP pupils in years 1-6 achieved ARE in Summer 2025). This improvement will be achieved and show evidence of being sustained by 2026/27
3. To support disadvantaged families as well as pupils with social, emotional and mental health needs so that they can enjoy fuller access to all aspects of the curriculum and	At least 80% of PP children identified as having social, emotional and/or mental health issues will achieve NE progress and attainment targets. Improved and sustained levels of wellbeing by 2026/27 will be demonstrated by a range of sources including: • Pupil voice surveys; family discussions and teacher feedback from observations

make at least nationally expected progress.	• Increased parental engagement in pupil learning; evidence of children being read with at home, • In school there will be an increase in participation in enrichment activities, such as school trips/music lessons/school visitors/after school clubs particularly among disadvantaged pupils as well as slow starts (daily BAIT interventions for all PP pupils in years 1-6).
4. PP pupils with SEN will develop strategies and the independent learning behaviours needed to make accelerated progress.	100% of our PP children with SEN will make at least expected progress in RWM by 2026/27. Evidence of progress can also be gathered from formative assessments; lesson observations, books, pupil interviews and showing progress within their personalised curriculum. 72.5% made better than expected progress in 2025-25.
5. PP pupils will make accelerated progress to ensure they meet at least nationally expected attainment and progress targets. There will be evidence that they are confident, independent learners. PP pupils across KS2 will need to make accelerated progress.	At least 85% of PP pupils will be at NE by Summer 2 2025 and this improvement will be sustained through to 2026/27
6. Improve the range of experiences on offer for PP pupils beyond the classroom – including educational visits & visitors/tutors into school. Increase school offer in terms of a broader curriculum.	100% of PP pupils will have been on at least 4 trips or been part of experience days in school this academic year. There will also be an increased number of PP pupils accessing extra-curricular provision. This can be shown through CUSP / Curriculum experience days for each class over the year, as well as “special” days such as Police or Children In Need (Pudsey) visits. Each class also has at least three visits or visitors linked to their learning every year (see trip timetables).
7. Improved attendance in school for all pupils, particularly our disadvantaged pupils who will be in at least 96% of the time. The number of PA who are also disadvantaged pupils should also be reduced.	Sustained high attendance among disadvantaged pupils up to and including 2026/27 will show will show disadvantaged pupils are in school at least 97% of the time – in line with their non-disadvantaged peers. The numbers of pupils persistently absent will reduce to less than 15% - there will be no gap in the levels of disadvantaged pupils persistently absent when compared to non-disadvantaged 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: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Speech and Language therapist to work across the collaboration, offering specialist support and advice to staff. SALTA will support staff develop communication friendly classrooms and develop CPD opportunities to embed language skills in every day practice. Cost: £28, 680.00 (Staff costs) – Wellington cover £2,000 which is equivalent to half a day's support a week.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3,
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2

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

Budgeted cost: **£24, 500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching of disadvantaged and non-disadvantaged pupils who need to revisit prior phonics learning. TAs to manage and deliver interventions in small groups x weekly. Cost : £1,500	There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early Year/Yr1 EEF - Phonics (Toolkit)	1, 2, 3
Improve the quality of pupils' social and emotional learning. A designated team of Pastoral Support workers to support pupils in class; 1:1 or in small groups to overcome emotional and behaviour barriers to learning. The team will also offer support to parents. This support can be informal or formal through the Early Help Assessment process. The team will also ensure proper regard is given to safeguarding concerns and act on information as set out in the school's Safeguarding Policy and Local Authority's Levels of Need model. Cost: £3,000	It is well documented that supporting the whole child's wellbeing and not just their cognitive ability will support them to make accelerated progress and also develop key life skills that are more tricky to measure such as resilience which are key to developing successful learning behaviours. EEF -Social and Emotional Learning interventions have a positive impact and lead to 4+months additional progress (Toolkit) EEF also suggests that Behaviour Interventions when targeted 1:1 can improve progress by +4 months a year (Toolkit) Supporting parents to engage with school, even if to just access help at home supports pupil progress. Developing, supporting the mental wellbeing of the whole family unit helps pupils to feel safe and happier in school. EEF - Parental engagement +months additional progress in a year (Toolkit)	2, 3
Targeted support sessions with TAs 1:1 or 1:3. This will include all pupils, including those with SEN and disadvantaged pupils. These sessions will also serve as catch up programmes to support those most vulnerable pupils who did not thrive during	Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit The research suggests TA interventions are only effective if carefully targeted and planned. Within the collaboration staff are highly skilled at deploying their TA teams to maximise their benefit.	1

lockdown or respond to online learning. Staff will operate 'same day' catch up sessions alongside SEN groups to address gaps and misconceptions quickly. SEN pupils will have access to TA-led interventions such as Phonics and Precision teaching to accelerate progress in reading. Resources and approaches such as Numbots, InPrint, TT Rockstars, Read Write Inc, Numicon and Accelerated Reader are used as appropriate. Disadvantaged pupils with significant SEN will be seen by outside agencies (LST/EP/SEMH Team etc) to ensure their programmes of support are targeted and have impact. Cost: £20,000	Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils. In-class TA led interventions in small group work best for our SEN pupils, especially when the activities have been planned/differentiated by the class teacher.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, restorative practice and emotion coaching approaches with the aim of developing our school ethos and improving behaviour across school. Cost: £500 (As part of FERN MAT)	Both targeted interventions and universal approaches can have positive overall effects: Training during Training Days and Staff Meetings for all classroom staff.	3, 4
A dedicated attendance officer will gather data on attendance and highlight pupils who do not come to school 96% of the time.	DfE's guidance Improving School Attendance encourages schools to develop schools roles dedicated to focussing on attendance an the	All

Action plans for all PA will be developed and disadvantaged pupils not in school will be targeted for support. The data will be used to support the school's pastoral team, target pupils and families, unpick barriers to attendance and if necessary offer support through EHA. Cost: £4,500 Those children at risk of becoming PA will also be identified.	drawing up of individual support plans to get pupils into school. The Student and Family Support team will work to develop strong parental engagement with all families which is evidenced in the document as a key driver to improving attendance.	
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Total budgeted cost: £31,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress across the school was either good or broadly in line with national expectations for the majority of disadvantaged pupils. Pupil premium monies have been used as set out in our previous plan – targeting need with early intervention. These pupils received targeted support during the year. At the end of the summer term 100% achieved a Good Level of Development.

Phonics - 2023/24: 88% of the Yr1 cohort tested passed the screening check (2024/25 – 71%) – pupils benefitted from additional phonics boosters. All pupils PP and non-PP received support through the year. Gaps were identified and pupils given additional support to catch up.

End of KS1 outcomes 2023/24:

Maths – 75% children at ARE (national 71%)

Comprehension – 88% children at ARE (national 69%)

Writing – 75% children at ARE (national 60%)

End of KS1 outcomes 2024/25:

Maths – 100% children at ARE (national 71%)

Comprehension – 88% children at ARE (national 72%)

Writing – 88% children at ARE (national 67%)

End of KS2 outcomes 2023/24:

Maths – 85% children at ARE (national 73%)

Comprehension – 92% children at ARE (national 74%)

Writing – 77% children at ARE (national 72%)

End of KS2 outcomes 2024/25:

Maths – 88% children at ARE (national 74%)

Comprehension – 75% children at ARE (national 75%)

Writing – 75% children at ARE (national 72%)

The student and family support worker can be accessed by all parents. The pastoral team have worked directly with a number of disadvantaged pupils. 1:1 work has taken place with 4 disadvantaged pupils. There are currently no pupils in school with a social worker. There are currently 9 pupils on the pastoral caseload.

All pupils went on at least one “further away” trip in the year, as well as more local trips. These trips impact positively on all pupils, providing them with experiences / opportunities to supplement their learning and academic as well as emotional and social development. Such excursions provide excellent learning opportunities outside the classroom and give pupils a chance to build the confidence and resilience to cope with new environments; settings. Pupils get the chance to socialise and develop problem-solving skills. Work completed back at school after a trip is often enhanced by their experiences.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
All new service children in school are allocated a mentor, who meet with them weekly to support their emotional wellbeing. Existing pupils have pastoral support when their parent/parents are deployed. They have at least weekly sessions to talk to someone about their feelings and write cards and notes for parents to see when they come home. Support is also offered in class from a TA for those more able pupils who need to develop higher order thinking. These pupils are offered places in clubs such as BAIT and are offered extra-curricular activities/clubs at lunchtimes. A military liaison officer (working across the MAT) offers parent groups/coffee mornings for military families across the Trust, providing opportunities to connect with other military parents. A military resource box in our school library is refreshed and updated with poems, stories and sketch books, providing staff with resources to support and prepare military children in those times during (and leading up to) parent deployment.
The impact of that spending on service pupil premium eligible pupils
Teachers observe high levels of wellbeing amongst service children at Wellington primary; parents/carers left at home have reported that they enjoyed support offered by the Student and Family Support team who keep in regular contact when partners are away. Assessments demonstrated progress in maths and English where extra support in class was provided.

Further information (optional)

Additional activity

- A whole school focus on reading recovery. All classes have received a budget to buy new books and develop a child driven class library. This will benefit all pupils but especially disadvantaged pupils who do not have ready access to a range of books at home and are not always members of the local library. This is further supported with a 'rainbow reader' reward package, which rewards consistent reading at home with a free book from our Rainbow Readers Wheelbarrow.
- Utilising a DfE grant to train a senior mental health lead. The training we chose will focus on pupil need as defined by the online tool. Our programme will be looking at developing a whole school approach to cope with increasing pupil anxiety; develop ways to give pupils' a meaningful voice as we plan our mental health strategy and also to enhance our parent voice and engagement in supporting and understanding the mental health of their children.
- Embedding a broad and balance curriculum which develops key skills and understanding beyond the rigors of maths and English. This focus on a skills - based curriculum should build engagement and enjoyment as well as developing pupils' skills as independent learners. WEST (Herefordshire and Worcestershire Wellbeing and Emotional Support Teams)

Planning, implementation, and evaluation

In planning our new pupil premium strategy statement, we consult with a range of stakeholders including parents and pupils to ensure we have a deep understanding of what it is like to experience school in their shoes. Consultation with our older disadvantaged pupils showed clearly that although they wanted intervention and support, they did not want to be made to feel different and the work that had most impact was usually targeted support offered in class. Pupils welcomed 1:1 support for social/emotional issues but wanted academic gaps addressed as much as possible within the confines of their lessons to avoid being different. We have listened to this and our new plan is based on same day interventions addressing misconceptions quickly and wherever possible in class as well as adaptive planning to support all pupils (including PP pupils) to achieve the same learning goals alongside their peers.

Senior leaders continue to complete monitoring of the progress of disadvantaged pupils as part of their regular monitoring cycle and make comment on issues after a triangulation of evidence using book scrutiny, lesson observations and pupil interviews. We use our Parents Evenings to gain the views of parents.

To help us develop plans to support key cohorts we also use the EEF guide to Pupil Premium and the implementation guidance to ensure whatever activity/action we chose will have impact. We also use our half termly data points to highlight where the strategy

may need tweaking to achieve maximum impact. This is a collaborative process driven by teachers who know their disadvantaged cohort best.