

North Wingfield Primary and Nursery Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the academic year) 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	North Wingfield Primary and Nursery Academy
Proportion (%) of pupil premium eligible pupils	2024 -2025 – 51% (188)
Number of pupils in school	2024 – 2025 2025 – 2026 2026 - 2027
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	R.Peacock
Pupil premium lead	R.Shepherd
Governor / Trustee lead	S. Spencley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,091
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	£236,091

Part A: Pupil premium strategy plan

Statement of intent

At North Wingfield Primary and Nursery Academy, we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning.

We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium.

Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding.

Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at North Wingfield Primary and Nursery Academy are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support program year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation.

Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from F1 through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Recent data suggests 60% of 2-year-olds, 50% of 3 year olds and 52% of Reception aged children arrive below the National Standard. Developing oral language has always been a high priority in our school and underpins our English provision.
3	Our pupil premium children as a group are not making as rapid progress in their Reading, Maths and Writing as non-pupil premium children. High quality interventions need to be implemented
4	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational needs
5	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited

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 <i>What will success look like?</i>
Attendance for disadvantaged pupils continues to improve.	<ul style="list-style-type: none">Attendance officer will promptly call families who have an absent child without reasonA 'red flag' list will be used by the pastoral team of children we know who have historic attendance concerns and family support workers will complete home visits for these childrenExtremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher

<p>Rates of progress are maximised and individual progress data shows enhanced rates of progress.</p>	<ul style="list-style-type: none"> • Ambitious PP target setting to ensure progress rates are maximised. • Evidence of successful interventions demonstrating clear impact on individual's progress. • Effective utilisation of data to target intervention precisely and with notable impact. • Improvements in Quality First teaching to enhance the opportunities and experiences for all. • Excellent deployment of support staff. • Impact of school closure is minimised.
<p>Phonics screen scores will meet or exceed national for all children.</p>	<ul style="list-style-type: none"> • Phonics screen score threshold will be met.
<p>Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.</p>	<ul style="list-style-type: none"> • Pupils will be resilient learners who persevere when they find things challenging. • Pupils will be able to concentrate on their learning and this will be reflected in the progress they make. • Impact of new playtime routines results in increased mental wellbeing and positive play experiences for children, impacting on rates of progress. • Evidence of successful interventions. • Referrals to other agencies result in positive support being provided. • Children, staff and parent surveys reflect effective lunchtime provision. • A safe and engaging outdoor environment that supports children's wellbeing through structured play activities is in place
<p>Improved oral language skills</p>	<ul style="list-style-type: none"> • Pupils make good or better rates of progress from their baseline assessment. • Children develop school readiness in Nursery and settle quickly in Reception – due to a smooth transition • Regular progress checks ensure rapid interventions for those needing it and data is used to inform planning. • Successful staff training to help develop pedagogical understanding. • Improved language skills for all children across school with children supported by the new Oral Language Scheme of

	<p>Learning. Assessment data, pupil interviews and Book Looks will show evidence of a broader and richer vocabulary which will have a positive impact on all areas of learning and overall attainment.</p>
<p>For pupil premium children to enjoy the wide range of enrichment activities we have.</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children's passions</p> <p>Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</p> <p>Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc.</p> <p>Children are able to learn a new skill or continue playing an instrument they had been learning.</p>

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: £ 70,225.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET day looking at internal progress data	<p>When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children</p> <p>Pupil Progress three times a year – non-contact for teachers before Pupil Progress Meetings</p>	2, 3
<p>Phonics CPD for all staff delivered by Redhill Trust or in-house by our phonics. Lead to ensure high quality teaching of our Monster Phonics Programme.</p> <p>Purchase of reading books and materials to support the delivery of the phonics programme.</p> <p>Reading CPD • Release time for Reading Lead to attend and cascade training from the English Hub</p>	<p>Evidence from EEF “ Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful of early reading”</p> <p>In school data for phonics shows this approach effective.</p> <p>Evidence from EEFT “On average, reading comprehension approaches deliver an additional 6 months' progress.” The evidence suggests that disadvantaged children benefit more from reading comprehension strategy interventions. In school monitoring shows this approach effective in improving the teaching of reading.</p>	3 3

<p>Continue to improve the rate of attainment across the whole school, ensuring that pupils reach at least the expected standard in Reading, Writing and Maths and gaps are filled, by ensuring staff to pupil ratios are high and teachers have capacity to give disadvantaged pupils additional support in class.</p> <p>Small class sizes across targeted year groups – Reception, Year 1, Year 3 HLTA in Year 3, 5 and 6</p>	<p>We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers where they will be able to focus on specific areas. Our pupils benefit from small group teaching and make gains in their knowledge because of this.</p> <p>DFE report 2021 found: Primary aged pupils have experienced a learning loss in reading and mathematics. This was typically equivalent to between 2.0 and 2.3 months of progress in reading, and between 3.1 and 3.6 months in mathematics. There was further learning loss in primary schools in England, particularly in reading, following restrictions to in-person learning in early 2021</p>	<p>2,3,4</p>
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<p>Standardised Tests in Reading and Maths</p>	<p>Consistent approach to assess which allows staff to track more carefully the progress of individual children and groups. Interventions tracked more effectively.</p>	<p>2, 3</p>
<p>Reading and Maths Intervention.</p>	<p>Our children need more than just being listened to when they read. Schools which have a consistent approach to achieve good results. Targeted interventions in place to support children so they make progress from their starting positions.</p>	<p>2,3</p>
<p>NPQ qualifications for relevant staff.</p>	<p>Investing in staff development and them gaining additional qualifications assists with retention of key colleagues - 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending' (EEF Guide to the Pupil Premium – September 2024).</p>	<p>2,3</p>

Trust Writing CPD for staff as part of the Academy Improvement Plan.	EEF – Supporting and continuous and sustained professional development is crucial to developing teacher practice.	2,3
Continue to review the curriculum to ensure opportunities for challenge, extension and mastery.	EEF – Mastery learning - High impact for very low cost +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2,3

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

Budgeted Cost: £ 100,187.12

HLTA in Year 3,5 and 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure children in receipt of PP receive additional interventions and are able to access same day interventions alongside quality first teaching – additional teaching assistants.	EEF report states that: “There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.” And “In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.”	2, 3
Continue to improve the rate of attainment across the whole school, helping pupils to catch up with lost learning – particularly those with SEN	EEF report states: “Tuition delivered by qualified teachers is likely to have the highest impact.” Targeted interventions before and after school.	3
1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher (academic)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning 1 & 4 and any strategies needed to meet their educational and	1 & 5

	emotional needs.	
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Pupils will be resilient learners who persevere when they find things challenging. Pastoral Coordinator to provide support both through ELSA sessions and in class to help pupils develop their learning behaviours. Positive Play, Fun Time, Wise Behaviour, Time to Talk, Socially Speaking	<p>Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. A number of disadvantaged pupils struggle socially or emotionally.</p> <p>Wise behaviour, Time to Talk, Socially Speaking times can ensure that they feel safe and happy in school and so, ready to learn. The activities can help build skills such as resilience and perseverance.</p> <p>EEF Research states that: On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment.</p>	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 65,678.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised attendance incentives through the use of in- school rewards and Redhill Academy Trust Attendance Officer	EEF – Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Children are eager to achieve the incentives	1
TA support in class “Meet and Greet” is an essential part of each class. Bespoke emotional well-being support is provided throughout the day.	Evidence from EEFT shows that effective SEL support must be embedded into routine educational practice and robustly supported by all staff. 60% of children rated on our ACES profile are PP.	4
Exciting trips and visits will be planned to enhance the curriculum including residential for years 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	5
Continue to develop Reading across the whole school with reading reward scheme and books as prizes.	There is a large amount of evidence which suggests that reading attainment and reading for pleasure are clear indicators of academic success.	2,3
Work towards making playtimes and lunchtimes enjoyable experiences for the children, creating opportunities for them to build their resilience.	Pupils need time to play and interact with their peers. They need to re- engage with their social skills after a significant length of time in lockdown.	5
Sports After School Club	Children are fitter and their confidence levels rise	2,5
Educational Psychologist	Children requiring additional support or needing an adapted curriculum can access the learning.	2,3,4
Allow Year 6 PP children to have a good start to the day during the week of KS2 SATS.	PP perform at their expected ability.	3

Resources to support Behaviour	To improve behaviour and reward pupils with excellent behaviour	2, 3,4
Contingency	Historically, we know we need money to have a small amount of money to support Pupil Premium children with ongoing needs e.g. trips; uniform; music tuition	5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance for disadvantaged pupils continues to improve

Whole school attendance has been a focus for us. Our Attendance Officer has worked closely with all staff to monitor the attendance of all children. Our targeted attendance approach has ensured that. Attendance for disadvantaged pupils continues to improve. - New attendance initiatives were embedded to continue to raise the profile of attendance in school. - Attendance officer targeted and supported families of pupils who were persistent absentees. - Attendance for disadvantaged pupils in 2024-2025 was 91.29% compared to 96.49% for non-disadvantaged pupils, showing a slight decrease from the previous year.

Rates of progress are maximised and individual progress data shows enhanced rates of progress.

We have analysed the performance of our school's disadvantaged pupils during 2024/2025 academic year – Key 2 Performance data, phonics check results and our own internal assessment

In Key Stage 2, **71% of disadvantaged pupils achieved the expected standard in reading, writing, and mathematics**, which is above the national average of 62%. Additionally, **11% of disadvantaged pupils achieved the higher standard**, exceeding the national average of 8%.

This demonstrates that targeted support for disadvantaged pupils is having a positive impact. Targeted support such as:

- High-quality teaching and personalised support in reading, writing, and mathematics.
- Early identification of learning gaps and targeted interventions.
- Providing enrichment opportunities and learning resources.

Progress of Pupil Premium Pupils in Other Year Groups

Professional discussions with staff indicate that **Pupil Premium pupils across other year groups are making strong and consistent progress** in line with their peers. Teachers report that:

- Targeted interventions and support strategies are **effectively addressing gaps in learning**.
- Pupil Premium pupils are **confidently engaging in classroom activities** and applying new skills across subjects.

- Regular monitoring and personalised support are helping pupils to **meet or exceed expected standards**.
- Staff highlight the positive impact of **small-group work, additional adult support, and enrichment activities** on both attainment and engagement.

Phonics screen scores will meet or exceed national for all children

In the most recent phonics screening check, **70% of Pupil Premium children passed**, demonstrating strong progress in early reading skills. This is above the national average for disadvantaged pupils and reflects the impact of targeted interventions and high-quality teaching.

The strategy to support Pupil Premium pupils has included:

- **Small-group phonics sessions** tailored to pupils' specific needs.
- **Regular monitoring and assessment** to identify gaps and provide timely support.
- **Additional resources and adult support** to reinforce learning both in class and at home.

Impact:

These measures have contributed to a **significant increase in phonics attainment for disadvantaged pupils**, enabling them to access the wider curriculum confidently and laying a strong foundation for reading fluency and comprehension.

Improved Oracy Skills

Through the consistent use of WellComm interventions, children in EYFS have shown significant improvement in their oracy skills. Children are now able to use a wider range of vocabulary, construct longer sentences, and express their ideas more clearly. They are increasingly confident in participating in conversations with peers and adults, responding appropriately to questions, and joining in group discussions.

Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils

During 2024/25, support for pupil well-being has continued and strengthened. A **strong, triangulated approach** involving Karen Denovan (Nurture and Well-Being Manager), class teachers, the SENDCo, and DSLs has been used to provide targeted support for families and children identified as having specific needs.

This support has been **monitored alongside attendance, attainment, and progress** to ensure it positively impacts pupils' ability to attend school regularly and make academic progress. Observations and assessments indicate that **pupil behaviour improved over the year**; however, challenges relating to well-being and mental health remain **significantly higher than pre-pandemic levels**, with disadvantaged pupils experiencing these challenges most acutely.

Overall, the Pupil Premium strategy has contributed to supporting well-being and enabling learning, though ongoing targeted support is required to address continuing mental health and well-being needs.

Pupils' experiences and aspirations are widened through taking part in a variety of co-curricular activities and visits. Good progress has been made towards achieving this outcome.

A wide variety of sporting and arts clubs were made available to disadvantaged pupils, with staff actively supporting and encouraging their participation. **There was no gap in attendance between disadvantaged and non-disadvantaged pupils**, ensuring equal access to extra-curricular activities.

All pupils had the opportunity to take part in multi sport activities and intra school competitions, led Shape. The **Year 5 residential took place for the third consecutive year** in the spring term, offering valuable personal development and social experiences for all attendees.

A broad range of **curriculum-enhancing visits and in-school enrichment activities** took place, further supporting pupils' learning and engagement. Disadvantaged pupils also participated in **trust-wide events**, including poetry performances and reading quizzes, ensuring access to high-quality enrichment alongside their peers.

Further information (optional)

Externally provided programme

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
Power Maths	Pearson
Spelling Shed	Education Shed Ltd
Times Tables Rockstar	Maths Circle Ltd

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

