

Wellesbourne CE Primary and Nursery School – 2025-6 onwards

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	Wellesbourne C of E Primary
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-6 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tim Hewitt
Pupil premium lead	Tim Hewitt
Governor lead	Kristi Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,060
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	£139,060

Part A: Pupil premium strategy plan - Wellesbourne CE Primary and Nursery School

Statement of intent

Our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers.

We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage.

As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of pupil premium are carefully tracked
- Gaps are identified and addressed
- All staff have high expectations and this is monitored
- Employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey in growing our children as lifelong learners.

Challenges

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

Challenge number	Detail of challenge
1	Reception and Nursery children have lower than usual starting points expected for Personal, Social and Emotional Development and in literacy, particularly in speech and language.
2	Children in Years 1 and 2 are behind in their phonics knowledge and acquisition than usual, impacting their reading and writing development
3	Across the whole school, maths, reading and writing development has been delayed as a result of lockdowns and access to teaching and quality texts over the past year and the development of key skills, vocabulary and knowledge
4	Assessments and teacher observations have shown that there is an increased number of children experiencing anxiety about coming into school, developing and maintaining friendships and accessing work at the expected standard. This anxiety hinders children's ability to focus on work in class and to establish and maintain effective friendships.

5	There has been a significant number of children who have joined school after their cohort's starting date over the past two years as the village has expanded with an increasing number of families on low income. Many of these have academic starting points below the expected standard and require additional academic support. Some have additional family needs which require support to help the children access school effectively.
6	Engage a small minority of parents who do not support their children's learning for a variety of reasons. Many of these parents lack confidence and skills.
7	In KS2 a huge percentage of children are both Pupil Premium and SEN

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
Raise the % of disadvantaged children across the school achieving EXS in Reading, Writing and Maths. (Link to school improvement plan)	In many year groups progress of disadvantaged is on a par with or exceeds that of non-disadvantaged, however the gap in attainment remains. End of year assessments show that the gap between disadvantaged children and their peers across the whole school is lessened in reading, writing and maths at the Expected Standard and at Greater Depth. 4 80%+ of Y4 disadvantaged children pass Times Table screening
Increase the % of children achieving the required standard in phonics in Y1 and Y2 at the end of each year.	90%+ of Y1 FSM children pass phonics screening and 100% by the end of Y2. 80%+ of current Y2 disadvantaged children pass phonics screening by the end of Y2 and 100% by the end of Y3.
To raise the levels of attendance in the school and to increase the attendance of disadvantaged children.	Attendance of vulnerable children is 95%+. All children with attendance below 90% are identified and supported to enable attendance.
Children have the necessary skills, vocabulary and support to enable them to manage SEMH issues, including anxiety.	Put into place The Jigsaw curriculum which supports SEN and vulnerable pupils.
All children eligible for Pupil Premium are identified in a timely fashion and supported to register.	Families eligible for Pupil Premium identified and registered. Families are fully informed of the variety of support we are able to offer in school and as part of the local community.
EYFS children are confident and independent learners; have developed good speaking, listening and writing skills and are able to access mainstream learning at the expected standard.	EYFS baseline data shows that 70%+ of vulnerable children show a good level of development by the end of EYFS in all 7 areas of learning.

To Continue to raise the quality of teaching and learning in all of the school.	Standards of teaching will be graded at least good with a vast majority graded outstanding. This will be evidenced through the monitoring cycle and teacher triangulation. A comprehensive catalogue of CPD support and
	training accessed by teachers and teaching assistants.
To improve oracy/vocabulary among disadvantaged pupils.	Reading and Writing levels rise and children feel more confident with public speaking.
Improve parental engagement by raising confidence	Support through tailored workshops, coffee morning and training and interventions through the Family Liaison Office and outside agencies.

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: £89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed the learning from the Beacon Project into everyday practice across the school. Staff CPD 9 sessions per year - which includes support staff attending all training and meetings. This includes paying the FLO her salary.	Evidence from EEF IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS reinforces the value of whole school approach for SEL. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf	1,4,7
Quality First Teaching - CPD throughout the school year focused on the Rosenshine Principles using Walkthrus to support the school in delivering a tailored approach.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice. Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning. Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design. (EEF Effective Professional Development)	2,3,4,5,7
	yielding better family / parent engagement. Improved attendance in Autumn 2021.	

Ensure that SENCO is employed on sufficient days to provide support and training for all staff, monitor and assess progress of vulnerable children and liaise with pastoral team as well as outside professionals.	Internal data, Pupil Passports, End of Key Stage data, Education, Health Care Plan reviews and applications. Pupils with SEND have the greatest needs for excellent teaching and are entitled to provision that supports achievement and enjoyment at school: many of our disadvantaged pupils are also on our SEND register and for class teachers to fulfil their roles fully with regards to SEND, further support and guidance provided by the SENCo will have a high impact on the quality of interventions and leadership of SEND at a strategic level. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guideto-the-Pupil-Premium-Autumn-2021.pdf	7
To increase the numbers of Teaching Assistant in every class each morning to support learning for all children.	Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guideto-the-Pupil-Premium-Autumn-2021.pdf	1,2,3,3,4,5,6,7
Purchase Century resources to support maths and reading skills	Evidence from assessments and data indicates need. Robust evidence (EEF Improving Literacy in KS2) suggests purposeful speaking and listening activities support pupils' language development. Purposeful activities include: • collaborative learning activities where pupils can share their thought processes; • reading books aloud and discussing them, including use of structured questioning; • and pupils articulating their ideas verbally before writing. Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. Evidence from the same document suggests Teach writing composition strategies through modelling and supported practice Writing can be thought of as a process made up of five components: • planning; • drafting; • revising; • editing; and	3
Purchase The Descriptosaurus for every class to support creative writing		3
Purchase Spelling Programme Emile		3
Training on Spelling/Reading for staff Purchase Nessy Reading and Spelling and Dyslexia Quest		3

	publishing. Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. The format of the shared platform in Teach Live supports this approach through blogging and shared writing with a wide audience.	
Ensure that the Pastoral Team (FSW) and Teaching Assistants are available at the start of the day to welcome anxious children in to school and to support early learning and check in with key families	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4,5,6,7
Ensure that there is a dedicated adult available to support SEMH needs across the whole school each day.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4,5,6,7
FSW to run parenting workshops in conjunction. Encourage 'drop in' sessions for parents to support with behavior/ SEN/ referrals including at parents' evenings.	Evidence from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children.	1,4,5,6,7

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using staff to deliver NELI programme	Evidence from EEF suggests small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Gains 4+ months	3,4,5,7
Provide additional regular small group teaching by qualified teacher and HLTAs for highest priority classes each week.	Ensuring an effective teacher is in front of every class is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn2021.pdf	3,4,5,7
Invest in qualified teacher to support Nursery one day a week. Focus is to improve provision via weekly CPD and mirror reception approach. Investment in resources and shared staffing across Foundation.	Early years education aims to ensure that young children have high-quality learning experiences before they start school. Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years	1,4,5,7
Ensure there is a dedicated teacher and Family Support Officer to liaise with vulnerable families.	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):. Implementing a Universal Help as part of the Warwickshire offer is already. Dedicated teacher is also Deputy head and needs time.	1,4,5,6,7

Support children in Year 5 and 6 (where we have a large number of PP children) in readiness for Secondary school	Research suggests, targeted support in 6 weeks blocks and reducing class sizes for a small number of subjects by increasing the number of staff (especially teachers).	3,4,5,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor employed 4 hours per week to provide SEMH support to vulnerable children.	See evidence from SEL EEF https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Core_Skills.pdf	1,3,4,5,6
Family Support Worker and Assist Senco/TA to run interventions and support Nurture		1,3,4,5,6
Play Therapy Sessions to support key vulnerable children.	Evidence demonstrates Play Therapy is effective in a number of areas, including the following: prevention programmes (medical); conduct disorder; oppositional/defiant disorders (parent-child relationships); social skills problems; sexual behaviour problems; attachment disorders, children in divorce (group). https://cdn.ymaws.com/www.a4pt.org/resource/resmgr/about_apr/apr_evidence_based_statement.pdf	1,3,4,5,6
Pastoral Support Manager to proactively manage the offer of support to parents and carers and monitor the impact Robust procedures to identify and support key families Engage with outside agencies in order to signpost support	EEF Working with Parents, One Wakefield programme	1,3,4,5,6

Provide additional support for identified families so that all PP pupils continue to attend school in line with their peers.		1,3,4,5,6
Ensure children who require support for behaviour are on behavior plans to achieve consistent boundaries and have the opportunity to succeed in the environment	EEF research highlights clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. This EEF guidance report is designed to support senior leaders in primary and secondary schools to make better-informed decisions about their behaviour strategies. It includes a number of practical examples of programmes and approaches that should be helpful in schools and classrooms where behaviour is generally good as where there are problems.	1,3,4,5,6
Role of My Happy Mind programme across school.		2, 6, 7,

Total budgeted cost: £ 124,000

Part B: Review of outcomes in the previous academic year

Pupil premium (PP) strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Learning – the children who are pupil premium made at least equal or better progress in the school on average compared to the non-pupil premium children in all subjects. This is especially true of reading where the progress was significantly better for PP children.

CPD Whole staff Rosenshine Principles and Walk thrus To improve quality first teaching through enhanced pedagogical training Implementation of Rosenshine principles, walk throughs, regular quizzing embedding learning. Y6 made outstanding progress across the school. End of KS2 data 2024 and 2025 pointed to good progress from ks1 by all groups including PP children especially in writing.

Purchase of online resources to support learning: White rose Hub, Century, Spelling Frame, Times Table Rockstars, Nessy and Dyslexia Quest - Significant progress in reading areas with disadvantaged making better progress than peers.

Nurture programmes delivered by nurture trained HLTAs in EYFS, KS1 and KS2 - Children had time to process any dysregulation they brought into school before going into class. Progress made with eg playing games, peer relationships. Positive influence on attachment linked behaviours.

Deployment of additional TA hours to specific PP children - Individual children made more progress than previous years as a result of being SEMH

Additional TA provision in Yrs 5 and 6 to support writing, phonics and Maths. Children in Y3 made better progress than peers in Writing and Maths

External professionals visits to undertake assessments including Educational Psychologists and Occupational Therapist to enable staff to benefit from assessment and strategies to support the learning of particular PP children. Strategies and interventions based on findings supported children's emotional and physical health as well as their ability to learn. Children made good or better than expected progress in most areas.

Attendance – As a result of attendance meetings and interventions, a large number of children whose attendance was below expected improved their attendance by the end of the year.

Provision of specialist external support; Life space Mentoring, Play Therapy, Music Therapy . Children facing increased challenges were better able to learn and made better than expected progress.

Additional SEN hours to support EHCP applications SENCO successfully submitted 8 Educational Health Care Plans - many of which were also PP children

Provision of wrap around care for disadvantaged pupils resulted in better regulation and readiness to learn.

Further information (optional)