



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Wollaston Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	16.66%- 44
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Zoe Richards
Pupil premium lead	Jenni Willoughby
Governor / Trustee lead	Daniel Scully

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56.055
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,055

Part A: Pupil premium strategy plan

Statement of intent

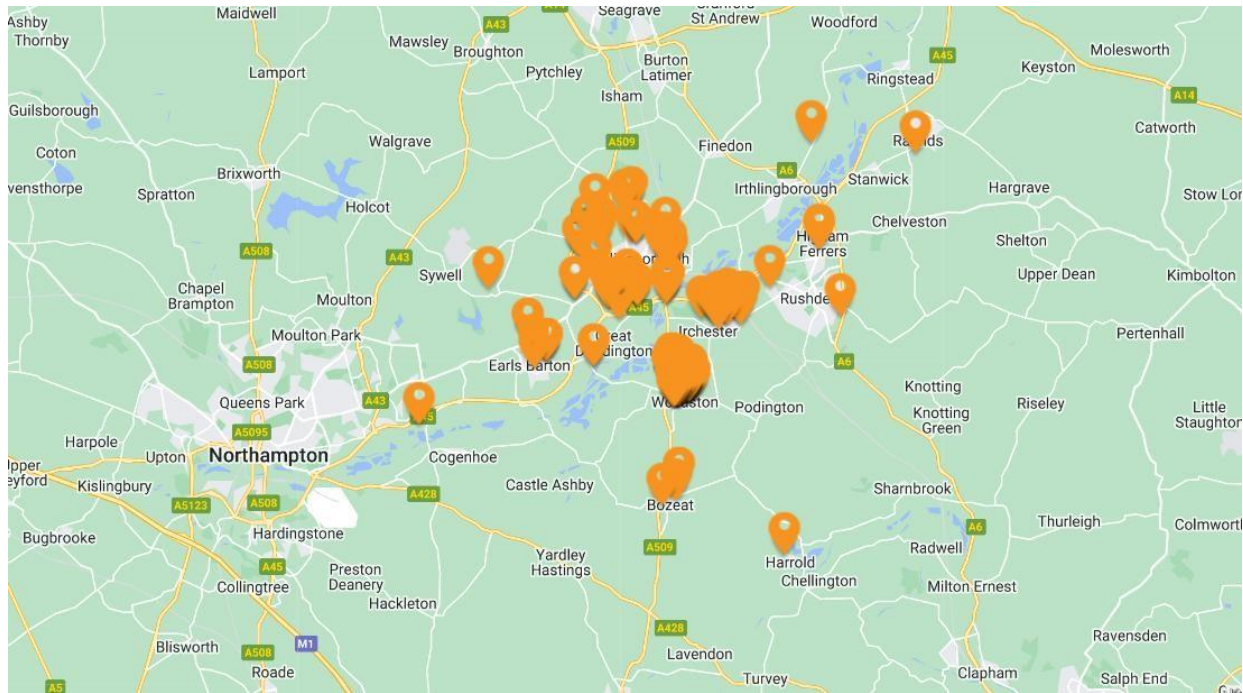
At Wollaston Primary School we strive to ensure that all of our children have equal access to academic and pastoral opportunities that promote a diverse curriculum experience. We understand that some of our families and students may experience social disadvantage, and work collaboratively to ensure that support is deployed where it is needed most. We appreciate that not all of our families experiencing social deprivation will have access to pupil premium funding and reserve the right to deploy resources to any student or family requiring support.

At Wollaston Primary we aim to:

- Endeavor to ensure that all disadvantaged students at WPS make progress across all subjects in line with their peers both at WPS and nationally
- Enhance progress for all students prioritising early reading, phonics and maths through quality first teaching and learning, and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- Provide high-quality pastoral support that focusses on student's wellbeing, promotion of mental health and high levels of self-esteem. We aim for all children at Wollaston Primary School to feel happy, safe, welcomed and included. We understand the impact of nurture first, ensuring that all children are ready to learn and feel comfortable to communicate openly with those supporting them.
- Ensure that students are well equipped to understand the impact of their choices and actions, comprehending the significance of qualities instilled by our school values
- Support students and families in accessing outside agency support, identifying additional needs and signposting where support can be readily accessed within school and at home
- Promote a healthy lifestyle through active learning opportunities, the delivery of high quality PSHE and learning opportunities that support healthy eating
- Ensure that all families and students have access to and engage in all learning, including home learning delivered via Tapestry, TT Rockstar's, SATs companion, Word Shark and other identified programmes of support. This may include the purchase of resources on the behalf of families linked to schemes such as Read, Write, Inc.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Demography and School Context

Wollaston Primary School is a village school located in North Northamptonshire, it is part of an academy trust (Inspire Multi-Academy Trust) of 11 primary schools. The school has 9 classes. The school currently has 1 EYFS class, 1 year 1 class, 1 year 2 class, 2 year 3 /4 classes, a year 4/5 class and 2 year 5/6 classes. The majority of children attending reside in the village, however intake may also be from other local villages. The school has a higher-than-average percentage of children with additional needs.



Map showing the areas of pupil intake

What are our ultimate Objectives?

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 2.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of year 6

How will we achieve these objectives?

The range of provision the school consider making for this group include and would not be limited to:

- 1:1 support for disadvantaged children who may be at risk of suspension or may struggle to regulate in a classroom environment.
- 1:1 support for disadvantaged children who require significant levels of support and a personalised curriculum
- Toileting products and resources for families who require these, relieving financial stress of concern
- Phonics resources and training to allow families to become partners in supporting children in developing and maintain reading skills
- Quality, vocabulary rich texts and audio equipment for disadvantaged children to promote a love of reading and the acquisition of language, learning and comprehensive skills
- Technology to support children who do not have access to this in school and to those children who may have EAL or require speech to text technology
- Booster/intervention groups, provided on a regular basis by experienced staff within the school, who comprehend each individual's needs and the support that they need to develop personal skills and meet learning targets

- The identification of a team around every vulnerable child in the school, providing adults that they can connect with and develop positive relationships with.
- Access to privately commissioned speech and language, educational psychology, counselling and occupational therapy assessments, ensuring that early intervention is prioritised and support allocated effectively where needed
- Access to wider learning opportunities, allowing families to pay for trips, curriculum enhancements and clubs.
- Access to high quality PSHE teaching and learning opportunities that promote health lifestyles and actively instill an understanding of resilience and positive life choices.
- High quality teaching within all year groups and classes, rooted in positive relationships and mutual respect and understanding of children as individuals

Challenges

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

Challenge number	Detail of challenge																																																
1	<p>Only 39% of the PP cohort achieve the expected standard in all three core subjects (R, W, M) across the school from Year 1-6</p> <p><u>2024-2025 combined data</u></p> <table border="1"> <thead> <tr> <th colspan="2">COMBINED: R + W + M / NONE</th> <th colspan="2">EXPORT TO EXCEL</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">R + W + M</th> <th colspan="2">R + W + M (None)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Year 1 (1)</td> <td></td> <td>100% (1)</td> <td>100% (1)</td> <td></td> </tr> <tr> <td>Year 2 (3)</td> <td>67% (2)</td> <td>33% (1)</td> <td>33% (1)</td> <td>67% (2)</td> </tr> <tr> <td>Year 3 (5)</td> <td></td> <td>100% (5)</td> <td>40% (2)</td> <td>60% (3)</td> </tr> <tr> <td>Year 4 (5)</td> <td>60% (3)</td> <td>40% (2)</td> <td></td> <td>100% (5)</td> </tr> <tr> <td>Year 5 (11)</td> <td>27% (3)</td> <td>73% (8)</td> <td>64% (7)</td> <td>36% (4)</td> </tr> <tr> <td>Year 6 (11)</td> <td>55% (6)</td> <td>45% (5)</td> <td>45% (5)</td> <td>55% (6)</td> </tr> <tr> <td>Total (36)</td> <td>39% (14)</td> <td>61% (22)</td> <td>44% (16)</td> <td>56% (20)</td> </tr> </tbody> </table>	COMBINED: R + W + M / NONE		EXPORT TO EXCEL			R + W + M		R + W + M (None)		Yes	No	Yes	No	Year 1 (1)		100% (1)	100% (1)		Year 2 (3)	67% (2)	33% (1)	33% (1)	67% (2)	Year 3 (5)		100% (5)	40% (2)	60% (3)	Year 4 (5)	60% (3)	40% (2)		100% (5)	Year 5 (11)	27% (3)	73% (8)	64% (7)	36% (4)	Year 6 (11)	55% (6)	45% (5)	45% (5)	55% (6)	Total (36)	39% (14)	61% (22)	44% (16)	56% (20)
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2	2. Subject Specific Weakness. The low combined figure suggests pupils are achieving in one or two subjects but consistently missing the standard in the third primarily writing.																																																
3	3. Lack of Progress (Y3 & Y5) Zero attainment in Year 3 and very low attainment (27%) in Year 5.																																																

4	Early reading, number and language skills are not developing at a fast-enough pace- expectations of all staff need to be raised so at least each year group is aiming for 65% combined.
5	Poor attendance for this group of pupils. We need to reduce the persistent absence from 26.2% for this group of pupils to be in line with non pupil premium pupils which is 15.6%

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 significantly close the combined attainment gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> The percentage of PP pupils achieving the expected standard in R+W+M will increase annually from 39% to at least 50%
To improve attendance of Pupil Premium Children	<ul style="list-style-type: none"> Attendance data will show PP children's attendance is rising and in line with no PP children Persistent absentee levels amongst PP children will reduce Number of children being late will reduce with intervention.
To improve Maths outcomes for Pupil Premium Children	<ul style="list-style-type: none"> Daily Maths lessons will be taught based on analysis of gaps from latest PiXL assessments Adaptive teaching will support children to achieve Core group meetings will ensure that staff are held accountable for the progress of PP children in their class. Core group records will show that plans are in place to support PP children not meeting ARE Maths data will show progress for PP children
To improve Early Reading outcomes for Pupil Premium Children	<ul style="list-style-type: none"> Daily reading lessons for all children will be taught Phonics outcomes will continue to be good Reading data will show good progress for PP children
To improve Writing outcomes for Pupil Premium Children	<ul style="list-style-type: none"> Daily writing lessons will be taught Daily spelling lessons will be taught Writing data will show progress for PP children Writing will be a key focus of core group meetings and Stylus AI will be used to support moderation of writing in year 5 and 6

<p>To support the development of Pupil Premium Children through effective feedback</p>	<ul style="list-style-type: none"> • Feedback project CPD will be delivered to all staff • PP children will be identified as a focus for the feedback project • PP children will receive effective feedback during lessons to help them understand how to improve
<p>To provide greater access to outside agency support to support the SEMH and SEN needs of Pupil Premium children</p>	<ul style="list-style-type: none"> • School will commission a children’s counsellor, therapy dog, specialist outreach support, educational psychology support, speech and
	<p>language support and occupational therapy support to ensure that access to support from NHS does not hinder children from accessing support in a timely manner</p>
<p>To develop staff CPD to enable them to support Pupil Premium Children effectively</p>	<ul style="list-style-type: none"> • There will be CPD for teaching and support staff to help them understand barriers to learning for PP children • Staff will engage in support offered by external and internal bodies to enable them to create optimum learning environments for PP children.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2024-2025** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP children will access high quality Phonics lessons daily</p>	<p>High quality Phonics teaching is key to unlocking a child's potential. Regular assessments ensure that children are accessing Phonics at the correct level to ensure maximum progress is made.</p> <p>The evidence suggests two main reasons why phonics is vital for closing the gap:</p> <ol style="list-style-type: none"> 1. Explicit Instruction: Disadvantaged children are less likely to "pick up" reading through exposure alone. Phonics provides the explicit code they need to unlock text. 2. The Matthew Effect: "The rich get richer and the poor get poorer." If PP children do not master decoding early, they read less, acquiring less vocabulary and knowledge, widening the gap. Phonics secures the "decoding" part of the Simple View of Reading (Reading = Decoding \times Comprehension), allowing them to access the curriculum. 	<p>1-4</p>
<p>All year groups to teach Maths using White Rose Maths Pixl data to be analyzed post assessment to identify key areas for focus in each year group.</p>	<p>All staff to be successful using the 5 tier approach to Maths within class with a particular focus on PP children not being capped.</p> <p>QFT will be the key to children making good progress. Arithmetic to be taught more often and PIXL therapies to be the vehicle for children making accelerated progress based on PLCS</p> <p><u>The evidence suggests:</u></p> <p>The Education Endowment Foundation (EEF) identifies High-Quality Teaching (often called Quality First Teaching) as the single most important factor in improving outcomes for Pupil Premium (PP) children. The EEF states explicitly: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>The EEF's research confirms that while high-quality teaching benefits <i>all</i> pupils, it has a disproportionately positive impact on</p>	<p>1-4</p>

	<p>disadvantaged children. Conversely, poor quality teaching disproportionately <i>harms</i> their progress.</p> <ul style="list-style-type: none"> • The Evidence: Research cited by the EEF (originally from the Sutton Trust) indicates that for disadvantaged students, the difference between a highly effective teacher and a poorly performing teacher is equal to one year of learning. <p>The Implication: A non-disadvantaged child might still succeed despite poor teaching due to support at home. A PP child relies almost entirely on the classroom for their academic progress.</p>	
<p>All PP children will access high quality Writing lessons daily Writing lead to analyse the data of the PP children.</p>	<p>Quality first teaching in Writing is vital in helping children make progress in writing. Teachers are expected to live model thinking and writing to help children see the process of writing as opposed to an end goal.</p> <p>More support given to staff on writing moderation and using stylus AI to support.</p> <p>Core groups will be more rigorous at looking at individual gaps and how to target these.</p>	<p>1-4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics lead to analyse the data of the PP children and direct Fast Track Tutoring to those children where needed.</p>	<p>Fast track tutoring – a scheme devised by Read, Write Inc, is designed to help children ‘keep up, not catch up’ which means that staff are able to identify gaps as soon as they occur and react promptly to fill those gaps. Fast track tutoring has been used successfully in school to help us achieve our goals with the Phonics Screening Check over the past 2 years.</p> <p>Evidence Rationale: The EEF Teaching and Learning Toolkit demonstrates that One to one tuition is highly effective, delivering on average +5 months additional progress (EEF, 2021).</p>	<p>1 and 5</p>
<p>Rigorous core group meetings will be held to ensure teachers are held accountable for the progress of all learners, especially PP learners</p>	<p>Core group meetings are structured to ensure that the correct support is in place for PP children. This is quality assured by HT.</p>	<p>1 and 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Some of our PP children arrive late or are absent more often than we would hope</p> <ul style="list-style-type: none"> • PP lead and Headteacher to monitor the attendance of PP children and put plans into place such as parental meetings where contracts are discussed and agreed between home and school to improve this • Home visits to be carried out for children with persistent absence. • Regular communication with families on the importance of attendance • Regular meetings with the EIPT team to support intervention 	<p>We know from experience, research and data that children who arrive late can miss valuable, planned opportunities for staff to welcome children on an individual basis and to start the day in a predictable way. They often miss out on key skills which are delivered in a structured way as ‘early morning work.’ This can hinder both their wellbeing and their academic achievement.</p> <p>The Challenge: Disadvantage and Absence</p> <ul style="list-style-type: none"> • Significant Disparity: EEF notes that pupils from socio-economically disadvantaged backgrounds are nearly twice as likely to be persistently absent (missing 10% or more of sessions) compared to their non-eligible peers. For example, in Autumn 2021, 33.6% of Free School Meal (FSM)-eligible pupils were persistently absent, compared to 20.0% of non-eligible pupils. • Link to Attainment: The EEF stresses that poor attendance is clearly linked to poor academic attainment across all stages of education. • School Perspective: EEF analysis of Pupil Premium strategy statements found that a large majority of schools (around 75-78% in different reports) cite attendance issues as a key barrier to learning for their disadvantaged pupils. <p>The EEF's general advice for using Pupil Premium funding to tackle poor attendance is to adopt a tiered approach and:</p> <ol style="list-style-type: none"> 1. Diagnose needs: Use reliable data and insight to understand the specific reasons for non-attendance in your context. 2. Use evidence: Base your strategy on approaches that have shown promise, such as those related to parental communication and responsive, individualised support. 3. Wider Strategies: Plan to use some Pupil Premium funding on interventions (like providing transport, 	<p>1, 3 and 5</p>

	or extra-curricular activities) that address these non-academic barriers	
Feedback to be used as an effective tool for improving the outcomes of PP children PP Lead to share the Pixl project and roll out across school	Our school collaborated on a project with Pixl in 2023/24 and this was shared at the National Pixl Conference in October 2024. The processes followed in this project helped the children in the focus group make good progress. High Impact Intervention: The EEF's Teaching and Learning Toolkit identifies Feedback as a high-impact, low-cost strategy, with an average impact of +6 months' progress over the course of a year. Verbal/Live Feedback: Studies specifically looking at verbal feedback (which is typically given live during the lesson) show slightly higher impacts overall (+7 months' progress) compared to the average feedback effect.	1
School to work in collaboration with therapy dog, privately commissioned serviced such as OT, SALT, Outreach Services to ensure the highest possible level of support is offered to our PP students.	Nationally, the access to support for wellbeing and mental health is struggling. Parents are frustrated when they need support through NHS and they cannot access it. Through using privately commissioned services, school can ensure PP children get the help they need, quicker.	4 and 5
Staff CPD will encompass how we can ensure the best possible level of support for our PP children	It is critical that staff understand the barriers that may be faced by a child who is PP. By working to develop this understanding, staff will better understand why they may need help and be confident in supporting these pupils in a variety of ways.	all

Total budgeted cost: £56,055

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 2024-2025 academic year.

Pupil Premium Impact Statement (July 2025)

School: Wollaston Primary School Strategy Period: End of 2024/2025 Academic Year Pupil Premium Funding Allocation (2024/25): £65,694 Pupil Premium Cohort: 16.66% (44 pupils)

This statement reflects on the impact of the Pupil Premium (PP) expenditure for the 2024/2025 academic year, aligning with the school's 2022-2025 strategy, which focused on improving academic attainment, attendance, and providing targeted pastoral support for disadvantaged pupils.

1. Summary of Impact and Outcomes

Academic Attainment & Progress

The strategy focused on closing attainment gaps across core subjects, with specific interventions yielding measurable successes and identifying areas for immediate strategic refinement.

Key Stage/Area Outcome	Data/Evidence (July 2025)
Early Years (EYFS)	Strong outcomes in core learning, but Communication and Language (C&L) requires further focus. The school maintained "strong outcomes in EYFS and Year 1 and 2," with EYFS provision highly recognised by external school improvement advisors. 50% of PP children met the Early Learning Goal for C&L (July 2024 data, continuing priority). The school is immersed in a language-rich environment using the Shrec model for C&L development.
Key Stage 2 (KS2) - Year 6	Targeted support successfully helped pupils meet expected standards. Focused intervention through holiday and after-school booster sessions successfully supported Year 6 PP pupils in achieving the expected standard at the end of KS2. 90% of PP children attended the holiday and after-school booster sessions, indicating high engagement with targeted academic support.

Targeted Gaps (KS1/Phonics)	Identified small cohorts of children requiring intensive, individualised support. Clear plans are now in place to secure gaps, particularly in phonics and reading, including collaborative work with the School Improvement Lead.	Two PP children in Year 1 did not make expected progress; this is due to significant external factors (late entry, SEND, and safeguarding concerns/EHA). 100% of Year 2 are reportedly on RWI Yellow (phonics scheme).
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Attendance and Pastoral Support

A significant portion of the strategy was dedicated to improving attendance and ensuring high-quality well-being and pastoral care.

- **Pastoral Success:** The school successfully commissioned a wide range of external, specialist support for disadvantaged pupils, including a privately commissioned Speech and Language Therapist, Occupational Therapist, Children’s Counsellor, and Equine Therapy. This reflects a comprehensive commitment to addressing non-academic barriers to learning.
- **Attendance Challenge:** Despite interventions, overall attendance remained a key challenge. The school’s overall attendance is 94.3% (July 2025), a slight drop from the previous year’s 95.2%. The PP cohort’s Persistent Absence stood at 26.2% (July 2024 data), highlighting a critical need for intensified focus on robust attendance strategies moving into the next academic year.

2. Reflection and Refinement (2025/2026)

Based on the outcomes and reflections from the 2024/2025 cycle, the strategy will be refined:

1. **Intensified Attendance Focus:** The immediate priority for September is to rigorously address the dropping attendance figures and persistent absence rates, which have not responded sufficiently to current intervention levels. This will require new or enhanced strategies.
2. **Leadership & Strategic Rigour:** There is an explicit commitment to establishing a "clear plan" for school improvement priorities from September, addressing previous inconsistencies in implementation rigor.
3. **Communication & Language:** The focus on Communication and Language in EYFS will continue, embedding the Shrec model to fully immerse children in a language-rich environment.
4. **SLT Capacity:** The challenge of reduced Senior Leadership Team capacity, resulting from budget constraints and staff changes, is noted and will need to be managed to ensure effective implementation of the revised strategy.

In summary, the funding successfully provided high-impact, targeted academic and pastoral support, particularly in KS2 attainment and specialist intervention access. However, the data confirms that attendance remains the most significant barrier to learning for disadvantaged pupils, and this will form the most critical point of focus for the 2025/2026 academic year.

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	Provided
Speech and Language therapist	Privately commissioned
Occupational Therapist	Privately commissioned
Children’s counsellor	Privately commissioned
Equine Therapy	Privately commissioned
Educational Psychologist	Privately commissioned