Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wilberforce Primary
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	46.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027 *(Year 3 of 3 year plan)*
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Seamus Gibbons, Regional Director
Pupil premium lead	Kim Cooper, Head of School
Governor / Trustee lead	Clemmie Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,150
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	£113,150

Part A: Pupil premium strategy plan

Statement of intent

At our school, we believe that every child deserves the opportunity to thrive, regardless of their background. We are committed to using our Pupil Premium funding to:

1. Deliver high-quality teaching that meets the needs of all learners.
2. Provide targeted academic support to accelerate progress.
3. Implement wider strategies that promote attendance, wellbeing, and engagement.
4. We are ambitious for our pupils. Our goal is not just to close the gap—but to unlock potential, nurture talent, and ensure that every child leaves us ready for the next stage of their education with confidence and success.

Challenges

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

Challenge number	Detail of challenge
1	Small selection of Pupil Premium pupils attended below 90% last academic year. Persistent absence is an ongoing problem for some PP pupils.
2	Some Pupil Premium children in EYFS begin school with language skills below that 'typical' for their age.
3	Reading comprehension in KS2 was not as strong as it could be for PP pupils.
4	The writing attainment of Pupil Premium children in Year 4-6 is below where we want it to be. In some classes the gap between PP children and non-PP children is too wide.
5	Some Pupil Premium children lack the enrichment and cultural experiences that non-Pupil Premium children experience – outdoor and adventurous activity for example.

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
Targeted pupils are attending for more than 96%.	For those pupils identified – has their attendance improved? Have parents met with HSLO and agreed Attendance Contract? Has the targeted support had an impact on level of persistent absence? Are reports fed back in regular attendance meetings? Is the attendance matter escalated when needed? Is at least 90% of those targeted meeting attending more than 96%?
Children make accelerated progress with their language development in EYFS.	Have all home/school visits included questions about speech and language needs? Is the support assistant supporting PP pupils to develop their communication skills? Has the EYFS been supported by a speech and language therapist? What impact is this having? Has training been provided to both staff and parents? Are language/communication skills being appropriately assessed? Has the SENCO attended home visits and ensured early intervention? Are at least 80% of pupils on track to meet the ELG in communication and language?
Children achieving ARE outcomes in reading comprehension in KS2 is increased.	Are identified pupils targeted for additional intervention? Had CPD been provided to all staff? Are 80% of children on track to made ARE in reading? Are children showing an increased love of reading for pleasure?
Writing in KS2 is not as strong as it could be. The gap between PP and non-pp is too big in some year groups. Writing fluency has been identified as the biggest barrier.	Have the bottom 20% been identified and targeted from week 2? Is handwriting being taught consistently and are expectations high enough? Is focussed intervention making a difference? Are 80% of children on track to make ARE in writing?
Children have access to enrichment and cultural experiences.	What enriched opportunities have Pupil Premium children experienced? What impact has this had on their learning?

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: £36,046

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language development in EYFS	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
SENCo support to class teachers in particular to understand QFT	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
Experienced Support Staff in EYFS and KS1 to support language development	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	2
CPD and targeted support to teachers of Quality First Teaching – in particular comprehension	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment EEF Reading Comprehension strategies - +6 months.	3
CPD and targeted support to teachers of Quality First Teaching – in particular writing fluency	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	4

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

Budgeted cost: £42,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions (NELI and SaLT)	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	1
Targeted interventions/tuition for reading writing and maths – facilitated by UT trainees and Support teacher	EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF: Small group tuition can add +4 months progress	2 3 4
ELSA training for pupils who require additional emotional support	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	2 3 4
Summer and Easter school to target pupils not attaining age-related expectations	The overall academic impact of summer schools, according to the EEF Toolkit, is the equivalent of an additional +2 months' progress for pupils that attend, compared with pupils who do not.	2 3 4 1

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

Budgeted cost: £35,009

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Home School Liaison Officer support to families with persistent absence.	EEF Teaching and Learning Toolkit: 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.	1
School Trips	OEAP: children and young people learn to be healthy and stay safe; children	6

	and young people learn to enjoy and achieve; children and young people learn to make a positive contribution and achieve economic wellbeing.	

Total budgeted cost: £113,150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. Year 2 of a 3 year plan.

1. **Targeted pupils are attending for more than 96%.**

2. PP attendance in 25/26 was 95.8%
- Persistent absenteeism for PP children is lower than the national average: 9% (NA 17.63%).
- There is no significant gap between groups of learners in attendance.
- All PA children have a positive narrative and have improved attendance. However, term time holidays remain a barrier to good attendance.
- Pastoral and Home School Liaison Officer continues to identify and support PA families. She is working closely with Attendance Officer from WCC to engage parents earlier when identified as PA.

3. This continues to be a focus for the Year 2026/27.

4. **Children make accelerated progress with their language development in EYFS.**

- Pre- admission visits included questions about Speech and Language development.
- Reports from SaLT were requested early for those who were already in the service.
- The SENCo met parents and children prior to admission in order to understand additional needs better.
- Language skills were assessed using WELLCOM and Confident Communicators supported language development for identified children.
- Support staff were trained to support language development and worked with targeted children.

5. **96.3%** of children met the ELG for Communication and Language.
6. Use of WELLCOM to assess and plan actions for pupils will continue in 2026/27

7. **Children achieving ARE outcomes in reading comprehension in KS2 is increased.**

- All classes in KS2 had over 80% of children attaining ARE in Reading.
- In Year 6, 100% of children reached the expected standard in their Reading SATs.
- Children across the school have shown an increased love for reading.
- A focus on children's reading for pleasure as well as fluency in reading aloud will continue this year.

8. **The writing attainment of Pupil Premium children in Year 4-6 is below where we want it to be. In some classes the gap between PP children and non-PP children is too wide.**
9. Handwriting program from Nelson is used consistently throughout the school. All staff have received CPD on handwriting. Children have focused handwriting lessons with opportunities for practice. Presentation in books is high and children show increased care of their learning.

10. Gap between PP and non-PP achieving ARE in writing in Year 4-6 continues to decrease.

11. Children have access to enrichment and cultural experiences.
12. Trips and experiences continue to be mapped out across the year, ensuring all classes have opportunities throughout the year for external enrichment and cultural experiences.
13. Trips are planned meaningfully to supplement the learning in the classroom. This deepens learning and supports children to strengthen their schemas in the different disciplines.
14. Trips have included Tower of London and Southend Beach for EYFS, Kew Gardens and St Pauls Cathedral, Fossils and Earthquake exhibit at the Natural History Museum.
15. Children have taken part in performances with the Bach Choir. Children in Year 4 attended a London Theatre to watch the Lion King. All KS1 and KS2 children have taken part in competitive sports and all KS2 children have had opportunities to learn bouldering.
16. Residentials have been funded for children who require this providing them with cultural capital.
17. This continues to be a focus for the Year 2026/27 as we continue to build cultural capital for children who would otherwise not visit any places of interest.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	