

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2026** 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	Washingwell Primary
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	22.5%, (of which 28% also have SEND)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 -2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alison Hall
Pupil premium lead	SLT
Governor lead	Stuart Walker Jennifer Aziz

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Washingwell, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have, or ever had a social worker and young carers. We understand that some of our disadvantaged pupils have multiple vulnerabilities. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our whole school motto is '**Attainment for All**', which reflects our high expectations for the whole school community and our ambitions for our children in every respect. We are determined to create a climate that does not limit a child's potential in any way. We have a strong personal commitment to improving outcomes for vulnerable pupils' attainment. We have high aspirations and ambitions for all our children, and we believe that no child should be left behind.

It is essential that all disadvantaged children, including young carers and those who have, or have ever had a social worker, make at least good progress from their starting points and that no gap between them and non-disadvantaged children remains.

To ensure that pupils can progress, actions must be taken to remove the barriers which prevent them from taking up those opportunities: the drive for '**Quality First Teaching**' which promotes **inclusion for all**. Teachers are committed to providing high quality lessons which challenge children and provide differentiated learning which is tailored to individual needs. Pupils learn in the classroom alongside peers and with teachers who know how to address their needs best. All staff go the extra mile to ensure children acquire the life skills to overcome difficulties and achieve their potential.

The carefully considered deployment of staff is crucial in this process and the Senior Leadership Team are constantly evaluating the skills of all staff and respond by providing high quality training to ensure teachers and teaching assistants understand how best to meet the needs of pupils in their class. There is a focus on creating independent thinkers and learners who can respond effectively to specific feedback from teachers to improve their outcomes.

A consistent approach to behaviour management builds a trusting environment in which children can thrive. By addressing social and emotional needs through problem

solving, emotional support and collaborative working, we can remove barriers to learning and address individual needs more effectively. We have a commitment to early intervention and referral to outside agency / multi-agency approaches when needed to support the most vulnerable families and pupils.

Our strategy is also integral to wider school plans for education recovery. Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- continue to support families

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception and new starters throughout the school and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Teacher assessments indicate that reading, writing and mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	28% of our Pupil Premium children also have SEND.
4	<p>Our assessments, observations and discussions with parents indicate that the social, emotional mental health of pupils requires support and intervention due to a range of factors: family breakdowns, domestic violence, lack of social interaction opportunities, lack of engagement with school, attendance and diagnosed mental health of parents and carers.</p> <p>Some low-income families find it financially difficult to afford extra-curricular and enrichment activities.</p>

5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been at least 1% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting 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 2025 – 2028**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and mathematics attainment for disadvantaged pupils by the end of KS2	Pupils, regardless of any disadvantage, meet curriculum related expectations. Gaps in knowledge are identified and rapidly addressed so that children catch up and keep up. The quality of phonics teaching is sustained.
To ensure all children, regardless of any disadvantage progress through the intended curriculum	Pupils access a broad and balanced curriculum. The components of learning built into our curriculum design enables teachers to assess, identify, and rapidly address gaps. Ongoing assessment show that children are achieving in line with their peers.
To sustain wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Sustained high level of participation in enrichment activities, including clubs and tournaments, particularly among disadvantaged pupils.
To ensure that pupils regardless of any disadvantage have good attendance	Sustained high attendance up to and including 2027/28 demonstrated by: The overall absence rate for all pupils being no more than 3%, and there is no gap in attendance gap between disadvantaged pupils and their non-disadvantaged peers.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 2025 -2026**, to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and embedding of a DfE validated Systematic Synthetic Phonics programme to continue to secure strong phonics teaching for all pupils	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">EEF&gt;Education Evidence&gt;Phonics</a>	1, 2
Speech & Language training lead by Speech Therapist	Communication and Language typically have a very high impact and increase young children's learning by 7 months. Staff are very likely to benefit from training or professional development to use programmes and approaches successfully. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.  <a href="#">EEF&gt;Teaching &amp; Learning Toolkit &gt;Communication and language approaches</a>	1, 2, 3
Maths Hub partnership working	Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.  <a href="#">EEF&gt;Improving Mathematics in Early Years and Keys Stage 1</a> <a href="#">EEF&gt;Improving Mathematics in Early Years and Keys Stage 2 and 3</a>	2, 3
Training of staff to deliver specific interventions across school  ELSA Training	Evidence indicates that success in literacy relies on the secure development of language, and those skills are amongst the best predictors of educational success.  <a href="#">EEF&gt;Improving Literacy in Key Stage 1.</a> <a href="#">EEF&gt;Improving Literacy in Key Stage 2.</a> <a href="#">EEF&gt;Improving Social and Emotional Learning in Primary Schools.</a>	1, 2, 4

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

Budgeted cost: **£24,524**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specifically designed in-house interventions based around individual needs.	Small group tuition, has an average impact of +4 months additional progress over the course of the year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. <a href="#">EEF&gt;Education Evidence&gt;Teaching and Learning&gt;Small Group Tuition</a>	2, 3

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£39,171**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to support families and children through 1:1 work, small group work, targeted outreach work, and interagency working to improve the wellbeing of children so as to support in motivation and attainment.	Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  <a href="#">EEF&gt;Education Evidence&gt;Teaching and Learning&gt;Parental Engagement</a> <a href="#">EEF&gt;Guidance Report&gt; Working with Parents to Support Children's Learning</a>  Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools leads to improved pupil emotional health and wellbeing which can help readiness to learn. <a href="#">DFE Guidance: Promoting and supporting mental health and wellbeing in schools and colleges</a>	1, 2, 3, 4, 5
Belong Gateshead – local authority approach to develop relational practice to support children with belonging, wellbeing and emotional stability.	Based around Trauma Informed Schools UK who support schools, communities and other organisations in providing relationships for children that heal minds, brains and bodies. Key conversational skills in addressing and making sense of what has happened are central to our work as is a major shift in whole school culture.  <a href="https://www.trauma-informed.uk/">https://www.trauma-informed.uk/</a>	1, 2, 3, 4, 5
Disadvantaged children to access extra-curricular and enrichment opportunities resulting in increased cultural capital, healthy lifestyles knowledge and high self-esteem.	Qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.  <a href="#">An Unequal Playing Field: Extra Curricular activities, soft skills and social mobility 2024</a> <a href="#">EEF Tiered Approach</a>	4, 5

**Total budgeted cost: £67, 695**



# Part B: Review of the previous academic year (2024-2025)

## Outcomes for disadvantaged pupils

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

### Statutory assessment data

The data below shows those children who attained expected standard or above in relation to their year group at the end of 2025:

	School	Local	National	Disadvantaged (School)	Disadvantaged (National)
<b>Reception GLD</b>	74%	66%	68%	0% (1/1 – met 10/12 ELG)	NA
<b>Year 1 Phonics Screening</b>	70%	77%	80%	50% (1/2 - 1 complex SEND)	67%
<b>Year 6 Reading</b>	80%	75%	75%	80% (4/5 – 1 SEND)	63%
<b>Year 6 Writing</b>	75%	72%	72%	80% (4/5 – 1 SEND)	59%
<b>Year 6 Maths</b>	80%	75%	74%	60% (3/5 – 1 SEND)	61%

### Internal assessment data Years 1-5

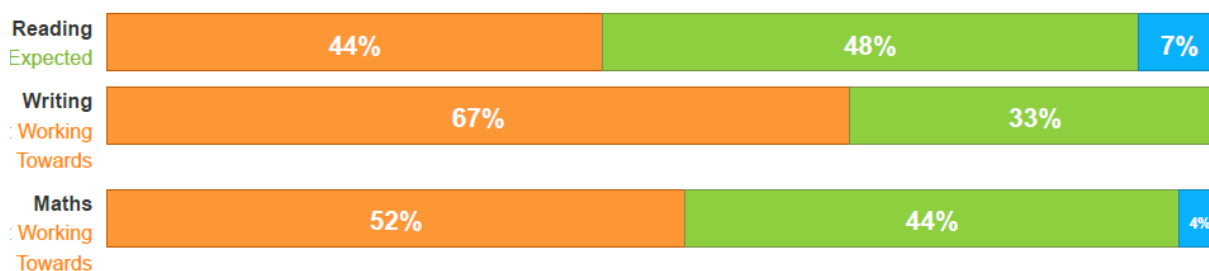
#### All pupils

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



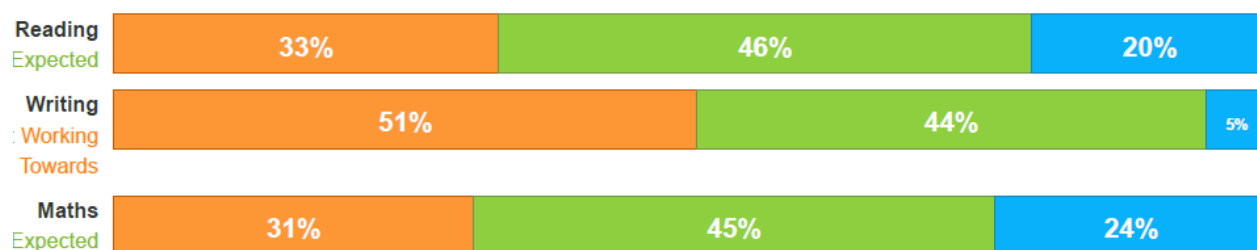
#### Disadvantaged Pupils

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



## Non-disadvantaged Pupils

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



## Attendance Data

Whole School	95.91%
Disadvantaged	95.51%
Persistent absentee whole school	8.97%
Persistent absentee disadvantaged	8.97%

## Achievements in line with activity for academic year 2024 - 2025

Activity	Performance of disadvantaged pupils	Challenge number addressed
Implementation and embedding of a DfE validated Systematic Synthetic Phonics programme to continue to secure strong phonics teaching for all pupils	Of the two pupils in Year 1, one passed the phonics assessment. The other has complex SEND needs.	1, 2
Implementing effective feedback by: Ensuring that feedback can be acted upon. Carefully considering how feedback will be received. Providing opportunities for pupils to act upon the feedback after it has been given.	Feedback in literacy has been effective in helping disadvantaged pupils to make good progress, achieving in line with their peers. This can be seen in books and shows within the data (above).	1, 2, 3
Maths Hub partnership working	Although some improvements have been made within the maths data, this work needs to continue (under a new subject lead) to embed this across school	2, 3
Training of staff to deliver specific interventions across school: ELKAN Training ELSA Training	Time to Talk Intervention with a small group of children with delayed speech and low social skills. Child F boosted his skills with attention and listening from this intervention and staff	1, 2, 4

	<p>could see improvement when in class.</p> <p>Child S is preverbal and could struggle to communicate her needs and wants, especially in groups. Having this small group really helped her confidence to express herself and build on some vocabulary as well as develop friendships.</p> <p>The children improved their attention skills, turn-taking, communication and confidence.</p>	
Talk-Boost intervention	The oral language skills of our children in Early Years has significantly improved with 86% achieving ELG for Communication & Language, and other 14% making good progress from their individual starting points.	1
Specifically designed in-house literacy and numeracy intervention groups based around individual needs of children.	Both internal assessments and national data have shown that these interventions have been particularly effective in addressing gaps in knowledge for disadvantaged children (particularly gaps which widened following COVID) helping them to achieve in line with their peers.	2, 3
Family Support Worker to support families and children, through 1;1 work, small group work, targeted outreach work and interagency working to improve the wellbeing of children so as to support in motivation and attainment.	<p>Our FSW has worked directly with 65% of our PP children during this year. This has included:</p> <ul style="list-style-type: none"> <li>• TAF</li> <li>• CiN</li> <li>• CIOC</li> <li>• Attendance concerns</li> <li>• Referrals to other services</li> <li>• Wider family issues (e.g home routines)</li> <li>• Home-school links</li> <li>• ELSA</li> <li>• Behaviour Support</li> </ul> <p>All of this work has helped to improve attendance, social interactions and academic performance.</p>	1, 2, 3, 4, 5

<p>Disadvantaged children to access extra-curricular, and enrichment opportunities resulting in increased cultural capital, healthy lifestyles knowledge and high self-esteem.</p>	<p>Pupil premium funding has been used to allow children to access:</p> <ul style="list-style-type: none"> <li>• after school clubs (e.g. dance) where children were then able to perform at the Glasshouse.</li> <li>• wrap-around care, where they can socialise with peers and access a healthy meal.</li> <li>• residential visits, where they can access a range of outdoor experiences and spend time out of the school setting with their peers</li> <li>• in-school experiences, such as 'That History Bloke' where children's horizons are broadened</li> <li>• sensory resources to support emotional regulation and aid learning</li> </ul>	<p>3, 4, 5</p>
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## Externally provided programmes

Programme	Provider
Unlocking Letters and Sounds	Ransom
Mastering Number programme	Maths Hub

