

Pupil premium strategy statement: Wynndale Primary School 2025-2026



‘Reach Your Star’

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 outcomes for disadvantaged pupils last academic year. At the time of publishing this report, all figures are correct.

School overview

Detail	Data
School name	Wynndale Primary School
Number of pupils in school	230 (including 24 in FS1)
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Rebecca Rickersey (Headteacher)
Pupil premium lead	Rebecca Rickersey
Governor / Trustee lead	Katie Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	EYFS PP - £410 PP - £40,905 PLAC/LAC - £13,150 Service children - £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£54,465

Part A: Pupil premium strategy plan

Statement of intent

At Wynndale Primary School, our vision “Reach Your Star” shapes everything we do for disadvantaged pupils. We are committed to ensuring that all children — regardless of background, starting point or need — leave us with the secure knowledge, confidence and character required for the next stage of their education and future lives.

Our ultimate aims for disadvantaged pupils are to:

- 1. Secure strong foundational skills in early language, phonics, reading fluency, number sense and self-regulation, so pupils keep up, not catch up.*
- 2. Achieve highly across the curriculum, making at least expected progress from their starting points and accessing the full breadth of our ambitious, knowledge rich curriculum.*
- 3. Develop the personal and social skills needed for resilience, independence, aspiration and positive wellbeing.*
- 4. Attend well and engage consistently, benefiting from calm routines, strong relationships and a sense of belonging in school.*
- 5. Experience the full cultural and enrichment offer, ensuring equity of opportunity and a rich, memorable primary experience.*

Our pupil premium strategy is designed to remove barriers early, strengthen the quality of teaching for all, and ensure that targeted support is precise, timely and effective. Our work is guided by three key principles, following the EEF’s tiered model:

- 1. Quality of Teaching** – Ensuring that every class is led by a highly effective teacher through continuous professional development, instructional coaching and the consistent delivery of a well-sequenced, knowledge-rich curriculum.
- 2. Targeted Academic Support** – Providing structured, evidence-informed interventions in reading, writing and mathematics for pupils who require additional help to reach age-related expectations or greater depth.
- 3. Wider Strategies** – Removing non-academic barriers to success, such as attendance, wellbeing and access to enrichment, ensuring that all pupils feel a strong sense of belonging and engagement in school life.

Within each category of our Pupil Premium strategy, Wynndale Primary has selected a small number of evidence-informed approaches to ensure focus, depth and measurable impact. By maintaining a disciplined approach to implementation, we aim to give each intervention the greatest possible chance of success.

1. Quality of Teaching

High-quality teaching is the most significant driver for improving outcomes for all pupils and has the greatest impact on those who are disadvantaged. Using Pupil Premium funding to strengthen teaching quality benefits every learner, in line with the Curriculum and Teaching Judgement within the Ofsted framework. At Wynndale Primary School, our priority is to ensure that every class is taught by a highly effective teacher and that all staff are supported to continue improving through high-quality professional development.

Key actions include:

- Continuous Professional Development: Ongoing coaching and mentoring for teachers and teaching assistants, with a particular focus on English, mathematics and curriculum development.
- Professional Learning: Staff participation in targeted training, collaborative planning, INSET and subject-specific development to embed consistent, research-informed practice across the curriculum.

These actions ensure that teaching is adaptive, ambitious and aligned with the intent of our curriculum, enabling disadvantaged pupils to access and achieve the full breadth of the National Curriculum.

2. Targeted Academic Support

We deploy staff strategically to provide precise, evidence-based academic support that complements classroom teaching. This targeted approach ensures that pupils who are not yet meeting age-related expectations receive the right help at the right time.

Key actions include:

- Structured interventions in reading, writing, mathematics and oral language, with clear entry and exit points to measure impact.
- Small group and one-to-one support focused on specific gaps in knowledge or skills, delivered by experienced staff.

This provision ensures that disadvantaged pupils make accelerated progress and develop the academic and personal skills needed to succeed across the curriculum

3. Wider Strategies

In line with our whole-school ethos, Wynndale Primary is committed to addressing the wider, non-academic barriers that can impact learning and achievement. These include attendance, wellbeing, and access to enrichment opportunities that build cultural capital and a sense of belonging.

Key actions include:

- **Attendance and Punctuality:** Attendance of disadvantaged pupils is tracked and analysed monthly. Targeted support, including home visits, is provided where patterns of absence or lateness emerge.
- **Wellbeing and Emotional Support:** Provision of tailored support for children's mental health and emotional wellbeing, including ELSA intervention and access to external support such as SAP, where required.
- **Enrichment and Inclusion:** Ensuring all disadvantaged pupils participate in at least two extra-curricular activities and attend all educational visits and residential. Subsidised costs are often provided to remove any barriers to participation.

These wider strategies contribute to pupils' personal development, resilience and sense of belonging — key drivers of long-term academic success

Our key principles within our Pupil Premium Strategy are:

1. Early identification and strong foundations - We tackle gaps early through high-quality EYFS provision, oral language development, phonics fidelity, early maths mastery and early SALT/SEMH intervention.
2. Equity, not equality - We direct support to need, ensuring disadvantaged pupils - including those with SEND - receive the right adaptations, scaffolds and opportunities to thrive.
3. High expectations for all - Our disadvantaged pupils access the same ambitious curriculum as their peers. We adapt teaching, not expectations.
4. Precise, evidence-informed practice - We use high-quality research (EEF), ongoing assessment and professional insight to design approaches with the greatest impact.
5. Inclusive, relational practice - Strong relationships and warm, predictable routines ensure pupils feel safe, cared for and able to learn.
6. Collaboration with families - We work closely with families to support attendance, wellbeing, early help and shared expectations.
7. Rigorous monitoring and evaluation - Provision is tracked carefully through data, pupil voice, work scrutiny and pastoral monitoring to ensure spending has demonstrable impact.

Through this strategy, Wynndale Primary School aims not only to close attainment and opportunity gaps, but also to build the confidence, character and cultural capital that allow disadvantaged pupils to flourish now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	<u>Oral Language Skills and Vocabulary</u> Many disadvantaged pupils enter EYFS with significantly lower communication and language skills, affecting phonics readiness, early reading, listening, attention and early social interaction. This impacts early attainment and long-term curriculum access.
2	<u>Vocabulary, schema, knowledge and cultural understanding</u> Disadvantaged pupils often have a narrower vocabulary and more limited knowledge and cultural understanding than their peers. This restricts their comprehension, expression and ability to connect new learning to prior knowledge—key elements of a well-sequenced, knowledge-rich curriculum. As a result, they can struggle to access key primary themes and achieve age related expectations.
3	<u>Early Reading</u> Early reading fluency and phonics security: Some disadvantaged pupils require additional support to secure decoding, fluency and comprehension. Gaps in early reading widen quickly without high-frequency intervention and consistency across school.
4	<u>Early Maths Foundations and Number Sense</u> Disadvantaged pupils may lack secure early number concepts (subitising, composition, number facts), leading to gaps in reasoning and fluency as they progress through KS1 and KS2.
5	<u>Attainment and Progress in Reading, Writing and Mathematics</u> Assessment information indicates that some disadvantaged pupils are not yet achieving the same levels of attainment and progress in reading, writing and mathematics as their peers. Variability in reading fluency, vocabulary and comprehension can make it harder for pupils to access all areas of the curriculum, while developing greater stamina, structure and technical accuracy in writing remains a key focus. In mathematics, strengthening fluency and reasoning skills will further build pupils' confidence and problem-solving ability.
6	<u>Social Emotional Mental Health and Well-Being</u> Social, emotional and mental health (SEMH) needs, including emotional regulation: Some disadvantaged pupils present with higher SEMH needs linked to early life experiences, family stress, or unmet needs. These can affect engagement, resilience, readiness to learn and sustained concentration
7	<u>Attendance and Punctuality</u> Overall attendance for disadvantaged pupils has improved and is above national expectations. However, a small number of vulnerable pupils fall into the persistent absentee category, primarily due to lateness and unauthorised absence codes (U codes). This reduces learning time and disrupts the consistency required for strong progress, particularly in core subjects where cumulative learning is essential. Continued monitoring and proactive family engagement remain a priority.

8	<u>Cultural Capital and Enrichment Opportunities</u> Many disadvantaged pupils have reduced access to cultural and enrichment experiences that enhance understanding of the wider world. This restricts their ability to develop the cultural capital the curriculum is designed to provide and are essential for preparing pupils for future success
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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 / Impact measure
Disadvantaged pupils in EYFS and KS1 make accelerated progress in communication, language and vocabulary, closing early gaps	• Improved baseline-to-end-of-year language data. • Pupils use tiered vocabulary confidently across the curriculum. • Increased oral contributions and improved listening/attention skills. • Stronger transition readiness into Year 1.
All disadvantaged pupils secure strong phonics knowledge and early reading fluency.	• Year 1 Phonics Check outcomes for disadvantaged pupils at or above national. • All disadvantaged pupils read books matched to their phonics stage. • Rapid catch-up pupils show improved decoding and fluency on Rocket Phonics assessments/Phonics Tracker • KS2 disadvantaged pupils demonstrate strengthened reading accuracy, prosody and comprehension
Disadvantaged pupils develop secure early maths foundations (number sense, fluency, manipulation of number facts).	• Improved FS2 and KS1 maths assessment outcomes for disadvantaged pupils. • Maths books show gains in fluency and reasoning. • Subitising, composition and early number weaknesses reduce over time • KS2 disadvantaged pupils demonstrate secure recall and application of key facts.
To ensure all gaps in English are closed for all our pupils, particularly our disadvantaged pupils	• Disadvantaged pupils make accelerated progress in reading and writing, resulting in outcomes that are at least in line with national expectations and peers within school. • The teaching of reading promotes a sustained love of reading through exposure to high-quality, aspirational texts (including non-fiction).

	• Consistent use of Rocket Phonics in KS1 and systematic teaching of sounds and syllables strengthen decoding, fluency and spelling. • Vocabulary is explicitly taught across all subjects, supporting comprehension and writing. • Grammar is fully embedded as a whole-school strategy, improving pupils' understanding of sentence structure and composition. • Increased proportions of disadvantaged pupils achieve Expected and Greater Depth standards in reading and writing. • Book scrutiny, pupil voice and assessment data show clear progression in sentence structure, stamina, accuracy and vocabulary use.
To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils.	• A consistent approach is evident across all year groups, ensuring pupils access fluency, reasoning and problem-solving opportunities in every lesson. • Teachers model and verbalise mathematical reasoning to support pupils' understanding of key concepts. • Pupils use concrete, pictorial and abstract representations confidently to secure conceptual understanding. • Mathematical vocabulary is explicitly taught and consistently used across school. • Lesson observations, book looks and pupil discussions show active engagement and secure understanding of taught content. • Disadvantaged pupils make accelerated progress, narrowing attainment gaps with peers. • Increased proportions of disadvantaged pupils achieve EXS and GDS standards in maths. • Regular assessments demonstrate improvement in mental maths fluency and reasoning confidence.
To achieve and sustain improved well-being, emotional regulation and resilience for all pupils in our school, but particularly our disadvantaged pupils.	• Whole-school approach to mental health and wellbeing is embedded through PSHE, assemblies and pastoral support • Disadvantaged pupils have access to targeted support, including ELSA or support from SAP where needed. • Pupil voice, surveys and observations show that children feel safe, valued and confident in managing their emotions. • Reduction in incidents linked to social, emotional or behavioural concerns. • Increased participation of disadvantaged pupils in enrichment and wellbeing-focused activities. • Improved attendance and engagement for pupils previously identified as emotionally vulnerable.

	• Sustained improvement in wellbeing outcomes demonstrated through qualitative and quantitative evidence (pupil voice, surveys, staff observations).
To improve and sustain good attendance and punctuality for all pupils, but particularly our disadvantaged pupils, so that it is in line with their peers.	• Overall attendance for disadvantaged pupils is at least in line with that of non-disadvantaged peers and national benchmarks. • Reduction in the proportion of disadvantaged pupils classed as persistent absentees. • Punctuality improves, with fewer pupils recorded as late (U codes). • Tracking identifies trends and informs targeted interventions. • Attendance Champion (SLT Lead) and Pastoral lead actively support families through meetings, home visits and early intervention strategies. • Positive impact of attendance initiatives evidenced through improved attendance data, engagement and learning readiness.
To ensure that there are no barriers to children attending enrichment and extra –curricular activities.	• All disadvantaged pupils participate in a minimum of two enrichment or extra-curricular activities across the year. • 100% attendance of disadvantaged pupils attend educational visits, trips and residentials. • Financial constraints do not prevent participation – targeted funding and family engagement ensure inclusion for all. • Increased engagement and sense of belonging for disadvantaged pupils, evidenced through participation data and pupil voice. • Enrichment and cultural capital experiences contribute to improved confidence, aspiration and wellbeing, as reflected in pupil discussions and outcomes

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a consistent approach to adaptive teaching e.g. chunking, scaffolds, modelling, visual supports, worked examples. £2,295 for resources and CPD	Research from EEF states that, “Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored —particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum —will be more effective.” Individualised instruction EEF Rosenshine's principles in action for primary schools The Key Leaders	1,2,3,4,5
Purchase of standardised diagnostic assessments to be able to accurately identify gaps in reading, writing and maths for all children. CPD for staff to ensure assessments are interpreted correctly. This in turn will inform the delivery of QFT based on an understanding of the importance of feedback. £609 for assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	5
CPD (Including CPD and EYFS lead work with an external consultant) to strengthen early reading, fluency and comprehension instruction, including full fidelity to and monitoring of Rocket Phonics across EYFS	The EEF evidences phonics (+5 months) as a proven approach, particularly for disadvantaged pupils, when delivered with fidelity, systematic progression and daily practice. Reading comprehension strategies offer high impact (+6 months) when explicitly taught, modelled and revisited. Strong early reading instruction secures access to the full curriculum and reduces later reliance on intervention.	1,2,3

and KS1 and long-term reading strategy across KS2. £2,684 for resources and CPD	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Strengthening of Early Maths and enhancement of our whole school Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD. Work this year to include: *Engagement in Maths Mastery in EYFS programme through Maths Hub *Maths lead undertaking NPQ Maths *Maths lead working with Maths Hubs *Y5 teacher leading work groups for Maths Hubs £3,500 for resources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF The EEF identifies mastery learning as having high impact (+5 months) when expectations are consistently ambitious, teaching sequences are coherent and cumulative, and pupils work collaboratively with high accountability and shared success criteria. This approach ensures depth before acceleration, supporting disadvantaged pupils to keep pace with the curriculum rather than being moved on prematurely. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Effective Professional Development EEF	4,5

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

Budgeted cost: £18,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and one-to-one interventions in English and Maths delivered by trained staff, informed by diagnostic assessment, with clear entry & exit criteria and scheduled review points. Interventions are delivered in addition to, not instead of, access to high-quality class teaching. They are designed to support children who are working towards EXS and GD. All interventions used, are evidence informed. £1,200 for intervention subscriptions and resources £5,500 staffing costs	EEF evidence shows one-to-one tuition has high impact (+5 months), particularly when linked directly to current classroom learning rather than taught in isolation. Small-group tuition also offers high impact (+4 months) when teaching is precise, time-bound and targeted using diagnostic assessments. Interventions must be aligned with classroom pedagogical sequences to avoid widening curriculum gaps https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ Teaching Assistant Interventions EEF Promising Programmes EEF	1,3,4,5
Booster groups to take place to continue to narrow the gap in Upper Key Stage 2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	5
Phonics keep up and catch-up groups in EYFS, KS1 and KS2. £12,000 towards TA staffing costs to deliver interventions	Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. Phonics EEF	2,3

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

Our wider support strategy prioritises the removal of non-academic barriers that limit learning and participation for disadvantaged pupils. Through targeted mentoring, proactive family support, equitable access to enrichment, and purposeful attendance intervention, we will strengthen pupil wellbeing, resilience, engagement and aspiration. Provision is designed to complement—not replace—high-quality teaching and will be regularly evaluated for impact, value for money, and alignment with need.

Budgeted cost: £ 30,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture breakfast provision implemented for identified children from across school. Children are identified who may need support to be 'ready to learn' each day, who may be targeted for attendance and punctuality, or who need social and emotional support. £4,600 for food and staff costs	Internal research and the number of pastoral referrals identify that there are several children from across school who have barriers to learning and in particular barriers that prevent them from being 'ready to learn' in a morning. Many of these children are disadvantaged, although not all of them. Parent, pupil and staff feedback suggests that those children who are targeted to attend nurture breakfast have a more settled start to their school day. Free school breakfast provision EEF	6,7
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Specific evidence-based interventions to support our SEL that will be embedded throughout school include: Forest Schools, ELSA, Zones of Regulation, Fun fit, Play Therapy and Drawing and Talking, Lego Therapy. Use of Motional and Sense Path sensory profiling as an assessment tool to	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotion_Learning.pdf 3. Wider strategies EEF	6,7

measure impact of SEL interventions. £16,660 for additional pastoral support – 20 hours per week £3,500 for interventions – training, resources etc.		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Ensure there is a whole school strategic lead for attendance across school, who has the capacity (training and time) to implement the ATTEND framework, monitor and evaluate whole school attendance and actively promote and drive improvements in attendance across school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The ATTEND Framework was developed by Dr Adele Tobias from Brighton and Hove Educational Psychology Service (Tobias, A. (2019). A grounded theory study of family coach intervention with persistent school non-attenders, Educational Psychology in Practice 35:1, 17-33) The purpose of the framework is to capture in one place all the underlying needs which may be impacting on a young person sustaining their school attendance. Attendance interventions rapid evidence assessment EEF Working together to improve school attendance (applies from 19 August 2024)	6
Subsidy of educational visits, residential and enrichment to ensure full access for all pupils £5,500 subsidy for visits, residential and trips	Equity of opportunity provides essential cultural capital and real-world schema, supporting curriculum access and aspiration. Removal of financial barriers prevents social exclusion and disengagement https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf	6,7,8

Total budgeted cost: £ 58,048

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 to 2025 academic year.

Performance, Assessment, Progress Toward Intended Outcomes, and Strategy Evaluation

During 2024–2025, the school continued to prioritise high-quality teaching, early intervention, curriculum development and pastoral support as key drivers for raising outcomes for disadvantaged pupils. The impact of these strategies was assessed through national assessment outcomes, internal progress data, attendance analysis, pastoral records, behaviour monitoring and extensive staff professional dialogue.

Attainment and Progress in 2024–2025

Early Reading (Phonics)

Performance in early reading remained a strength for disadvantaged pupils:

- There were two disadvantaged pupils in Year 1. Both pupils passed the phonics screening check. 100% of our Y2 cohort passed the screening (2 re-takes in Y2) which included the Disadvantaged pupils.
- Within EYFS, internal assessments showed that disadvantaged pupils benefitted from systematic Rocket Phonics delivery and rapid keep-up sessions.
- All EYFS Disadvantaged Children achieved GLD – there were 2 children and these children were also EAL. This reflects strong progress toward the intended outcome of securing early phonics proficiency and early language foundations.

Y4 Multiplication Check

2024–2025 was a positive year, with disadvantaged pupils achieving:

- Average point score of 23.8 which was above LA and national (2024)
- 62.5% of disadvantaged pupils achieved full marks, compared to 60% non-disadvantaged. This % was above both LA and National averages.

Key Stage 2 Outcomes

2024–2025 was a significant positive year, with disadvantaged pupils achieving:

- Reading: 83.3% EXS
- Writing and GPS: 100% EXS
- Maths: 83.3% EXS

There was a gap of 6% (2 children) in reading and maths between disadvantaged and non-disadvantaged pupils within the cohort. Disadvantaged pupils performed better than their peers in writing and GPS. There was a 3% gap (1 child) in combined measures.

This is a substantial improvement from the previous year's outcomes and is above National.

The improvement demonstrates:

- the impact of targeted reading fluency support
- higher-quality whole-class teaching
- strengthened curriculum structure
- improved interventions in both maths and writing
- improved emotional regulation and engagement supported by pastoral provision

Wider Outcomes (Wellbeing, SEMH, Behaviour, Regulation)

Internal monitoring shows significant positive impact:

- Pastoral and SEMH interventions led to increased engagement and improved resilience for targeted pupils.
- Pupil voice indicated greater confidence, improved belonging, and better emotional regulation.
- Behaviour incidents reduced for key pupils receiving structured support and 1:1 programmes.
- Staff reported improved readiness to learn, linked to enhanced pastoral support and more consistent routines.

This aligns with intended outcomes around SEMH, wellbeing, behaviour and readiness to learn, demonstrating that the pastoral strand of last year's plan was highly effective.

Attendance Analysis

Attendance for disadvantaged pupils improved:

2024–2025 disadvantaged attendance: 93.8%. This was below their peers but above the National percentage of 92.2%. It was also an improvement on the previous year, where attendance for disadvantaged pupils was 92.5% (increase of 1.3%).

Persistent absence for disadvantaged pupils also fell and was below national, supported by:

- o increased home visits
- o personalised plans
- o free access to Wraparound care for the most vulnerable families

Although still below school averages, trends show that the strategy is moving positively toward the intended outcomes.

Assessment of Whether We Met Last Year's Intended Outcomes

What Went Well (WW):

- ✓ KS2 attainment gap closing significantly — a major success
- ✓ Phonics outcomes for disadvantaged pupils were excellent (100%)
- ✓ Growing impact of SEMH and pastoral provision
- ✓ Attendance of disadvantaged pupils improved and persistent absence reduced
- ✓ Quality of teaching strengthened through CPD and coaching
- ✓ Curriculum delivery more consistent across school
- ✓ Several in-year cohorts showed improved outcomes
- ✓ Cultural capital access was secured for all disadvantaged pupils

Where Progress Was Made but Gaps Remain (EBI):

- KS1 attainment remains variable, particularly current Y2 class
- Some in-year cohorts (especially current Y4) still have lower writing attainment
- Early language gaps persist at entry, requiring continued focus
- Attendance gap not fully closed
- SEMH needs continue to rise, maintaining pressure on pastoral capacity
- Greater Depth outcomes for disadvantaged pupils remain low

Overall Evaluation

Taking all evidence together:

- The previous year's Pupil Premium Strategy was successful in securing accelerated progress, particularly in KS2.
- School-wide improvements in teaching, curriculum, and pastoral care had a measurable impact.
- The strategy's key pillars — early language, early reading, adaptive teaching, targeted

intervention, nurture and attendance support — were validated by outcomes.

- Some challenges remain (early language, emotional well-being and regulation, attendance for a small number of families), which are appropriately reflected in the priorities and spending plan for 2025–2026.

Overall, Wynndale Primary School is on track with the long-term aims of its disadvantaged strategy, and last year's outcomes demonstrate that our evidence-informed approach is having a substantial and positive effect.

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?	The £620 we received was spent on purchasing a range of high-quality texts with a focus on RSHE and social, emotional and mental health themes, to support identified service children and other children across school.
What was the impact of that spending on service pupil premium eligible pupils?	Observations indicate that children who have had access to these pastoral resources have been well-supported with their well-being, and their well-being has improved. This includes our service children.