



Wellstead Primary School

Sowing the Seeds of Success

Pupil Premium Strategy Statement Wellstead Primary School 2025-2028

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.

School overview

Detail	Data
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 to 2027-2028 (reviewed annually)
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn term 2026
Statement authorised by	Amanda Greenwood Headteacher
Pupil premium lead	Fern Guise
Governor lead	Governor for Pupil Premium - Silas Bingley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 394

Part A: Pupil premium strategy plan

Statement of Intent

At Wellstead Primary School, we value each child as an individual with a unique set of strengths and needs. We pride ourselves on knowing our children well, understanding their social, emotional and academic needs and meeting them through a combination of High Quality Inclusive Teaching, targeted support and a strong pastoral care offering.

Our overarching aim is for our disadvantaged children to be supported so that they achieve their potential both academically and pastorally. This includes ensuring that any attainment or progress gaps between disadvantaged and non-disadvantaged pupils narrow over time, and also that all children leave Wellstead with the necessary social and emotional skills to succeed at secondary education.

High Quality Inclusive Teaching (HQIT) is our primary tool for ensuring this. The cornerstone of our pupil premium strategy is the development of HQIT to a consistently excellent standard, with the progress of disadvantaged pupils at the centre of it.

For those that need targeted support, we carefully plan boosters and interventions based on a clear picture of gaps in learning. During regular pupil progress meetings, children who are pupil premium and identified as off track are discussed with clear targets put in place to ensure they make accelerated progress by the next data drop.

We use our ELSA-trained LSAs, Child and Family Support Worker and SENCO to provide emotional literacy support for children that need it. We know that some children and families can require additional support at times of crisis, and our Family Support Worker works hard to support these families.

We are clear that no child should miss out on opportunities due to low income or family circumstances, and support our families by subsidising trips, visits, specialised teaching and residential. Subject leaders plan for additional provision for pupil premium children to ensure they have the same opportunities as non-pupil premium children; this could include sporting competitions, trips to the library or other curriculum enrichment activities.

We want all parents to be active members of our school community and encourage them to work in partnership with us to achieve the best outcomes for their child.

Our vision “Sowing the Seeds for Success” is driven by our Learning Values which support all of our children to be forward-thinking, aspirational young people with a range of strategies to be successful as they journey into adulthood.

Our Learning Values are:

 **Respectful**  **Reflective**  **Aspirational**  **Adaptable**  **Collaborative**  **Independent** 

Provision for children in receipt of the Pupil Premium Grant (PPG):

Proportions of funding for teaching development, targeted intervention and wider support are broadly in line with guidance published by the EEF (Education Endowment Fund); EEF Guide to the Pupil Premium, April 2022.

The details below show the focused aims of the spend for Wellstead's Pupil Premium Strategy:



Challenges

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

Challenge number	Detail of challenge
1: Attainment-HQIT	<p>Evidence (EEF) indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Analysis of school data from the last academic year shows that there are some significant gaps between the attainment of pupils who are disadvantaged and those who are not. This is evident in most year groups with the most significant gaps being in writing for Year 2 and Year 5.</p> <p>External data analysis shows the gap between disadvantaged and non-disadvantaged pupils is closing in EYFS over the past 4 years although 2025 there was a larger gap due to the cohort. Phonics data shows the gap is also closing with PP outperforming non-PP in 2025. End of KS2 data shows there are gaps between disadvantaged and non-disadvantaged pupil's attainment; however these have narrowed over the past 3 years and reading, maths and SPAG gaps are lower than Hampshire. The gap in writing has increased and is above the Hampshire gap.</p> <p>Analysis of progress data from last academic year also shows a gap between disadvantaged and non-disadvantaged pupils, however, in most year groups this gap is small.</p>
2: Attendance	<p>For lots of reasons, some families find it difficult to maintain a good level of school attendance for their children.</p> <p>Last academic year's data shows that 12.8% of disadvantaged pupils were persistently absent (below 90%) and 41.9% of disadvantaged pupils were at risk of being persistently absent (90-95% attendance)</p> <p>Analysis shows there is a significant gap between the attendance of disadvantaged and non-disadvantaged pupils having good or excellent attendance (36.7).</p> <p>The use of Insight enables staff to track the attendance of pupils, particularly pupil premium children, and identify patterns in the absences in order to make improvements. Families with children who are persistently absent work with the school and the Family Support Worker to improve their attendance.</p>
3: GDS Attainment	<p>Evidence (EEF) indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Analysis of school data from the last academic year shows that there are some significant gaps between the GDS attainment of pupils who are disadvantaged and those who are not.</p>

	<p>Analysis of last academic year's data shows that across the school, 1% of disadvantaged pupils reached GDS in maths; 1% of disadvantaged pupils reached GDS in writing and no disadvantaged pupils reached GDS in maths. The gap between disadvantaged pupils and non-disadvantaged pupils reaching GDS in reading is 24%; writing is 13% and maths is 21%.</p>
4. Metacognition	<p>Metacognition, or thinking critically about learning, plays a crucial role in education by helping students become more aware of their own learning processes. When children develop metacognitive skills, they can better understand how they learn, identify their strengths and weaknesses, and apply strategies that enhance their problem-solving abilities. This self-awareness empowers students to take control of their learning, leading to greater independence and motivation which we want for all our learners.</p> <p>At Wellstead, our children are able to speak about the learning values but we want them to understand the learning process so they become critical thinkers. The EEF have recognised that pupil premium children can lack confidence and motivation in their learning and by teaching them about metacognition it will help them collaborate with others to improve their learning as well as develop a growth mindset which will help them as they move to secondary school and beyond.</p>
5. HQIT across the curriculum	<p>Wellstead prides itself on knowing the children well, understanding their barriers and clearly identifying next steps for them, through a robust understanding of progress and attainment data, but also by knowing the whole child and any barriers that they might be facing. This means support can be as precisely focused as is needed for maximum impact on overall outcomes. At Wellstead, our SOLO ensures that there is support for our lower attainers as well as appropriate challenge for our most able.</p> <p>Evidence (Child Poverty Action Group) shows that an increasing number of children are living in poverty. Families who are low income cannot always afford to pay for extra-curricular clubs and other enrichment activities, and so their child may be disadvantaged from accessing these opportunities and therefore lack the knowledge that other children have.</p> <p>Subject leaders need to refine their curriculum when needed to ensure it meets the needs of disadvantaged pupils, whether this is through pre-teaching; vocabulary mats or additional visits so they have similar knowledge as their peers.</p>
6 Oracy	<p>Recently, a huge amount of research has been undertaken about oracy in schools and Voice 21 identified that when Year R first enter school, they often have significantly lower spoken language skills than non-disadvantaged pupils. Over time, these gaps tend to widen and so by embedding oracy throughout the curriculum, from Year R to Year 6, disadvantaged pupils can build vocabulary, confidence and communication skills. This development in language allows them to engage better in learning and develop their attainment across all subjects.</p> <p>EEF identifies that social, emotional and mental health (SEMH) and wellbeing needs are often cited as barriers to attainment of pupil premium. Oracy can combat these challenges as it allows students to articulate their</p>

	<p>feelings, participate in discussion, listen to others and promote their own voice. This can lead to their developing confidence, self-esteem and a sense of belonging in the school.</p> <p>In the longer term, strong oracy skills can narrow inequality: they increase chances of academic success, progression into further education or employment, and equip young people to succeed in life beyond school.</p> <p>As a school, we will develop an oracy curriculum with progressive skills to be taught from Year R to Year 6.</p>
7 Pupil roles of responsibility	<p>EEF recognises that there are a huge amount of non-academic challenges for disadvantaged pupils which have an impact on their wellbeing. At Wellstead, we want to create confident, respectful pupils who will go on to succeed at secondary school and later life.</p> <p>In school, we have different roles created to promote leadership in our children so they can develop independence, responsibility and have a voice in the school. Different pupil leaders include: Sports Ambassadors; Library Champions; EARA; Cyber Ambassadors; House Captains and School Councillors.</p> <p>As a school, we need to ensure that disadvantaged pupils are being given the same opportunity as their peers to develop these leadership skills.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan at the end of summer term 2028**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	<p>Children who are disadvantaged will attain academic outcomes inline with their learning potential and the national picture.</p> <p>School staff at every level focus on the attainment and progress of pupil premium children as one of the core elements of <i>High Quality Inclusive Teaching</i>.</p>	<p>Progress gaps between disadvantaged non-SEND and non-disadvantaged non-SEND in Years 2-6 for writing will be 5% or less <i>by the end of summer term 2028</i>.</p> <p>The attainment gap between disadvantaged non-SEND and non-disadvantaged non-SEND in Years 2-6 writing will narrow by the end of summer term in 2028.</p> <p>KS2 writing attainment gap between disadvantaged and non-disadvantaged will be within 5% of the national gap.</p>

2	<p>Children and families will feel a strong sense of belonging with the school, and see attending school as a positive. Absenteeism is reduced, particularly those who are at risk of persistent absence.</p> <p>School staff have a thorough understanding of the barriers to good school attendance for those pupil premium children whose attendance is low. Appropriate support and sanctions are put in place as effective and necessary.</p>	<p><i>Rates of being at risk of persistent absence (90-95%) for disadvantaged children are below 25% of disadvantaged children.</i></p>
3	<p>Children who are disadvantaged will be challenged in their learning to reach their learning potential and the national picture.</p>	<p>The percentage of disadvantaged pupils reaching GDS in each of the core subjects: reading, writing and maths will increase to 2.5%.</p>
4	<p>Metacognition will have been introduced and embedded into school so it is an established part of the school culture. There is a plan linked to the teaching and learning of metacognition.</p> <p>A whole school culture of coaching is used in order to develop metacognitive approaches in classrooms. A metacognitive approach is built from Year R to Year 6.</p>	<p>Pupils show a growth mindset in their learning, set clear learning goals and use effective strategies in their learning. They are able to articulate their learning journeys and where they are on that journey.</p>
5	<p>Subject leaders will have a clear understanding of their area of the curriculum and will ensure it meets the needs of disadvantaged pupils for their individual subjects.</p>	<p>Subject leaders effectively refine, monitor and develop their areas of the curriculum to ensure their subject is meeting the needs of pupil premium children.</p> <p>Pupil Premium children make the same or more progress in foundation subjects as non-pupil premium children.</p>
6	<p>Teachers to have a secure understanding of oracy and the framework and promote it across the curriculum.</p> <p>Teachers to follow a progressive oracy curriculum across the school, considering the needs of pupil premium children.</p> <p>As a school, there are opportunities for pupils to celebrate their oracy achievements.</p>	<p>There will be a range of oracy outcomes in a range of subjects across the curriculum.</p>
7	<p>To review the leadership of pupils in the school to ensure pupil premium children are involved.</p>	<p>There is an increase of disadvantaged pupils involved in leadership roles: Sports Ambassadors; House Captains; Library Champions; Learning Leads.</p>

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: £87,921

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
INSET Training & Twilight for all staff on curriculum, metacognition and oracy. x4 days £4500	Voice 21 - Oracy EEF Metacognition and Self-Regulated Learning EEF Effective Professional Development	1, 3, 4, 6, 7
Oracy South Hub £450 per year	Voice 21 - Oracy EEF Oral language	1, 3, 6
Professional Development Meeting Planning and Training on: Writing framework Maths Oracy Metacognition Transition Pupil Conferencing £5000	EEF Effective Professional Development Voice 21 EEF Metacognition and Self-Regulated Learning Writing Framework - DfE	1, 3, 4, 6, 7
PP In class Support £35,000	EEF Making Best Use of Teaching Assistants EEF Improving Literacy in Key Stage 1 / 2	1, 3, 4, 6, 7

	<p>EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3</p> <p>EEF Teaching and Learning Toolkit</p>	
<p>HIAS Support for EYFS, core provision for maths, English, science; curriculum networking including foundation subjects; EYFS briefings, SEND conference, Pupil Premium</p> <p>£5226</p>	<p>EEF Early Years Toolkit</p> <p>EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1, 3, 4, 5, 6, 7</p>
<p>Training using the Learning Zone</p> <p>£3830</p>	<p>EEF Improving Literacy in Key Stage 1 / 2</p> <p>EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3</p> <p>EEF Effective Professional Development</p>	<p>1,3, 5</p>
<p>INSIGHT tracking system for tracking assessment and reporting on progress for all groups including Pupil Premium</p> <p>£1755</p>	<p>EEF Putting Evidence to Work: A School's Guide to Implementation</p> <p>EEF Improving Literacy in Key Stage 1 / 2</p> <p>EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3</p> <p>https://www.insighttracking.com</p>	<p>1, 2, 3, 5</p>
<p>LSA Professional Development Meeting Training including: Metacognition Standardised testing Oracy Modelling HQIT incl scaffolding Pupil premium and vulnerable pupils/SEND Autism <i>approx 8 per term</i></p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Effective Professional Development</p> <p>EEF Teacher Feedback to Improve Pupil Learning</p> <p>EEF Improving Literacy in Key Stage 1 / 2</p> <p>EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1, 3, 4, 6</p>

£2,200		
PP Lead release time for greater strategic planning, support £1250	EEF Effective Professional Development EEF Pupil Premium Guidance	All
HLTA development; mentoring, training and other CPD £1500	EEF Making Best Use of Teaching Assistants EEF Effective Professional Development	1, 3, 4
Purchase of Pupil Premium related CPD resources £200	EEF Effective Professional Development EEF Pupil Premium Guidance	All
Family Support Worker (FSW) training and development for school staff and parents £720	EEF Effective Professional Development EEF Working with Parents to Support Children's Learning	2
Technology to enhance and enrich curriculum £10,000	EEF Using Digital Technology to Improve Learning	1, 3, 4, 5, 6, 7
Ed Shed Subscriptions, maths.co.uk , phonics play, TTRS and kinetic letters £2380	EEF Teaching and Learning Toolkit EEF Improving Literacy in Key Stage 1 / 2	1, 3, 6
Subject lead release time to monitor £5250	EEF Effective Professional Development Guidance	5
Thrive apprenticeship - release time, cover and review meetings	EEF Improving Behaviour in Schools EEF Making Best Use of Teaching Assistants	2

£4330		
NCE Early Years Educator - release time £4330	EEF Making Best Use of Teaching Assistants EEF Early Years Toolkit	1, 3, 3

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

Budgeted cost: £11,819

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and boosters (academic) £10,019	EEF Making Best Use of Teaching Assistants EEF Improving Literacy in Key Stage 1 / 2 EEF Improving mathematics in the Early Years and Key Stage 1 / Key Stages 2 and 3 EEF Teaching and Learning Toolkit	1, 3, 4
Educational psychologist time direct working with staff/pupils/families £1000	EEF Working with Parents to Support Children's Learning EEF Improving Literacy in Key Stage 1 / 2	2, 4
EPAC meetings and support £800	EEF Working with Parents to Support Children's Learning EEF Improving Literacy in Key Stage 1 / 2	2, 4

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

Budgeted cost: £52,724.88

Activity <i>Estimated spend</i>	Evidence that supports this approach	Challenge number(s) addressed
ELSA - training, supervision and delivery £4724.88	EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	2, 6, 7
Burrow Club over lunchtimes £2400	EEF Improving Behaviour in Schools EEF Improving Social and Emotional Learning in Primary Schools	2, 7
Ready to Learn provision £30,000	EEF Improving Social and Emotional Learning in Primary Schools EEF Improving Behaviour in Schools EEF Teaching and Learning Toolkit	2, 4
Attendance monitoring for PP children; including Arbor costs £1800	EEF Working with Parents to Support Children's Learning	2
Family Support Worker (FSW) costs £7500	EEF Working with Parents to Support Children's Learning	2
Costs of PPG specific trips and residential: £2000	Specific families within our school community have been through/are going through periods of crisis. Following support from our FSW, identified areas of support needs are food and before/after school care.	2, 7
Other enrichment discounts and contributions, including clubs, school uniform, milk, peripatetic music lessons: £4300	Research from the Child Poverty Action Group (CPAG) <i>Tackling Child Poverty: A Guide for Schools</i> Also CPAG summary of COVID impact at https://local.gov.uk/sites/default/files/documents/Louisa%20McGeehan%2C%20Director%20of%20Policy%2C%20Rights%20and%20Advocacy%2C%20Child%20Poverty%20Action%20Group.pdf	7

Total budgeted cost: £152,464.88

Current additional spend is £31,070.88 from non pupil premium funding

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- offering a wide range of high-quality extracurricular activities for all children to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also implemented advice from HIAS (Hampshire Inspection and Advisory Service) in analysis of our pupil premium pupils' risk factors.

We looked at a number of sources regarding the current picture for pupil premium/disadvantaged pupils nationally and locally, and also the effective use of pupil premium and the impact of disadvantage on education outcomes. These included the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

