

Pupil premium strategy statement – Wookey Primary School

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, 2024-25.

School overview

Detail	Data
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25, 2025-26 , 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laurie Davies
Pupil premium lead	Laurie Davies
Governor lead	Amy Donald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£34545 anticipated
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£34545

Part A: Pupil premium strategy plan

Statement of intent

The challenges children face are varied, even within the small Wookey Primary School community. We want all pupils to make good progress and achieve high attainment across all subject areas, no matter how their background looks or the challenges they face.

When we consider how to use our allocated Pupil Premium funding, we consider the context of our school and any challenges faced by pupils and the local community. Barriers to learning for children from disadvantaged backgrounds can be issues around punctuality and attendance, lower levels of support with work at home, less developed language/communication skills, poor access to wider experiences and behavioural issues arising as a result of the circumstances at home or frustrations around learning. Complex family situations can prevent children from accessing learning, being high achievers or experiencing broader opportunities.

Context

Wookey Primary School is situated on the edge of Wookey village, which itself sits just outside England's smallest city - Wells. Children join the school from across our catchment area and beyond, with children coming in from Wells to the East and towards Wedmore in the West. Children live in a range of communities: within the villages and its estates; in farms and more isolated homes in the Mendip Hills or on the Somerset Levels. They walk, drive and cycle to school, with public transport all but unavailable.

We are made up of our preschool - Little Acorns - and four classes in school with 96 children on roll. The proportion of children eligible for Free School Meals (FSM) is generally at or above national average (currently $23/96 = 24\%$). The current national average is 25.7%. We also have 2% children eligible for Service Pupil Premium.

Some of our pupils come from challenging home environments where poor mental health and general wellbeing have a significant impact. A number of our pupils are supported by social workers/Family Intervention Service or are receiving support from our Parent and Family Support Advisor (PFSA). Increasingly we are seeking support from and we refer to the Mental Health Support Team (MHST), CAMHS and Children's Social Care. We know that many of our pupils not in receipt of the Pupil Premium grant also face significant challenges and it is our intention that these children receive the same level of support available as those pupils that are eligible.

We face a monitoring challenge when looking at raw data as our small cohorts (PAN of 15) are impacted significantly by even small numbers of changes. When comparing data from year to year, we are often not comparing like for like since we often lose and gain children as cohorts move through the school. We are careful, therefore, to track individuals rather than simply monitoring % progress data. We also have a high level of SEN among our pupil premium cohort, with 44% having an additional or special educational need. We are therefore careful to target and monitor their individual outcomes.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To broaden our children's life experiences by providing them with an enriched and wide curriculum.

We combine our carefully-constructed Relational Policy with high-quality teaching in all classes to have the greatest impact on closing the disadvantage attainment gap. This will also benefit the non-disadvantaged pupils in our school.

Principles

- We have delivered research-driven CPD and created a meaningful Teaching and Learning Policy to ensure that teaching and learning opportunities meet the needs of all pupils.
- We regularly assess outcomes, including a specific check of our socially disadvantaged pupils, ensuring that we monitor success of interventions and target support appropriately, and early.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1 Additional needs	Many of our children have SEND, mental health, trauma or emotional needs that prevent them from achieving as well as they can. 44% of our disadvantaged (PP) pupils have SEN or additional educational needs. 33% of children with SEN are also eligible for pupil premium.
2 Outcomes	Our disadvantaged cohorts continue to perform consistently poorly in KS2 SATs: 0% achieved EXS in RWM in 2024. This rose to 33.3% in 2025, and 100% children in receipt of pupil premium and without any SEN achieved EXS in RWM, but the size of the cohort makes this data less statistically significant than it appears. We have noticed that children struggle to perform as well in tests as they do in class situations.
3 Attendance	Relatively high levels of absence among our disadvantaged pupils. July 2025 data showed 94% attendance of Pupil Premium children with 22.7% persistently absent. Impacts significantly on outcomes, particularly when in combination with SEND.
4 Oracy	Many (44%) of our disadvantaged pupils have particularly poor oracy skills - improved by 10% since 2024.
5 Phonics and reading	Some poor engagement with reading and phonics is impacting high numbers of our children in receipt of PP funding. The impact of this is felt as they continue through the school, where catching up and narrowing the gap becomes increasingly challenging.
6 Maths	Poor outcomes in maths have been a barrier to national-level combined scores at Year 6. Fluency in number has been identified as a particular concern.
7 Wider opportunities	Access to wider learning opportunities is limited and restricted due to cost - music lessons, paid after school clubs, paid wraparound care, residential visits.
8 Wider family support	Parents increasingly come to staff for support with parenting, wider family issues, their own mental health concerns, finance and work-related issues.

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
A significantly improved focus on early reading and phonics will be put in place, with high numbers of staff hours given to reading with children in school, phonics catch-up and	% of pupils passing their phonics check in Y1 will consistently be at least in line with the national average.

keep-up sessions and regular communications with home to improve reading outcomes in YR-2.	Time and staffing allocated to catch-up phonics will be significantly reduced due to reduced need, allowing more staff time for high quality teaching of wider curriculum subjects.
High levels of oracy will be evident in our disadvantaged pupils, supporting confidence, sophistication and fluency in writing.	Attainment in written work will be significantly improved in both quality and quantity. Our disadvantaged pupils will participate equally in poetry slams, performances and debating opportunities.
Children do better in formal tests at KS2. We are looking at whether a historic issue around this is anxiety about testing/test environments or lack of test practice, both of which we will address.	Children perform as well in national KS tests as they do in class situations (Teacher assessment and SATs results are aligned).
Engagement of families in their children's learning will improve, emphasising the value of education and motivating children to have high expectations for their futures.	Opportunities for families to visit classrooms, speak to school staff and celebrate their children's work will be increased. Parent engagement in meetings, visits and school events will be high amongst our cohort of disadvantaged children. Attainment will be raised to be broadly in line with national averages as a result of higher levels of family engagement, particularly in reading and practice of number facts.
Ensure that the children in receipt of PP have access to the same wider learning and extended schools opportunities as the wider school cohort.	All PP children will have had the opportunity to participate in after school clubs, residential, music lessons or trips and visits - cost has not been a barrier to participation.
Close monitoring of absence and timely conversations, letters and processes in place to significantly improve attendance, supporting outcomes.	Interventions and support put in place is effective due to regular attendance of the children, ensuring consistency of approach and well-planned curriculum aims are learned as planned.
Parents and families are supported in a wider context to reduce pressures on families which would otherwise impact upon the outcomes of the children.	School becomes a hub for support, where parents request our help in facilitating visitors who can give training and guidance around the most pressing issues faced by our families. This is supported by school through the provision of a space and, if appropriate, school staff to look after children while parents attend these sessions.
Maths outcomes will rise in line with other areas of the curriculum. Additional CPD, continued work with the Boolean Hub and a school-specific strategy to be developed and implemented in 2025-26.	Children meeting EXS in RWM in all year groups will improve to be broadly in line with national averages in the coming years. In 2025, targeted support to ensure at least 50% achieve EXS in RWM and closer to at least 60% in maths.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relational Policy: regular revisiting of this to ensure consistency of approach supports children to be ready and able to learn. Policy embedded from 2024-25.</p>	<p>Substantial amount of research into the effectiveness of building positive relationships with children. Findings have included that positive adult-child relationships in schools can improve: pupil effort; academic results; pupil and staff wellbeing; school environments (calmer for all); persistent absences and absence in general; pupil engagement, respect, behaviour and sense of belonging https://www.gov.scot/publications/behaviour-scottish-schools-research-report-2023/ https://www.aati-reescentre.education.ox.ac.uk/projects/timpson-schools-programme/ EEF – improving behaviour in schools (2019) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1 Additional needs 2 Outcomes 3 Attendance</p>
<p>Continuing whole school and teacher CPD on High Quality Teaching techniques and embedding of our Teaching and Learning Policy.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes EEF Blog 5-a Day</p>	<p>2 Outcomes</p>
<p>Staff meeting time to reflect on diagnostic testing, particularly in wider curriculum subjects to monitor effectiveness of teaching and new curriculum design. Review RAG rated subject leadership targets and reflect on termly curriculum outcomes.</p>	<p>Careful use of diagnostic testing can identify need, support interventions and monitor progress. EEF</p>	<p>2 Outcomes</p>

Time for coaching and observations to support consistent whole school approaches towards high quality teaching and relational behaviour approaches. Time for observation of others to coach and model.	Approaches suggested by LA curriculum support, including Responsive Coaching , supported by senior staff completing CPD to develop their approaches.	2 Outcomes
CPD for office and SLT staff on new Arbor MIS system to ensure data is accurate.		3 Attendance and analysing data effectively
Maths Hub support - time for lead/Head to attend training and staff meeting time to feedback. Time to monitor, organise interventions and assess need.	Boolean Maths Hub is a respected provider of maths support for schools and has been heavily funded to do this. We are in Year 4 of 4 working with them.	2 Outcomes 6 Maths
Opportunities for singing and performing are in place for 3 classes, taught/provided by specialists. We have support staff who can teach early piano to individuals and can fund some music lessons where a child is identified as being likely to benefit from this.	Lots of studies espouse the benefits of learning a musical instrument (musicalpursuits , Kumon , British Psychological Society).	7 Wider opportunities
Monitoring to review wider curriculum outcomes to assess effectiveness of teaching and new curriculum design. Curriculum designed to include opportunities for children to broaden their awareness beyond the immediate area and the experience and cultures they encounter here.	Careful use of diagnostic testing can identify need, support interventions and monitor progress. EEF	7 Wider opportunities

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

Budgeted cost: £32100

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs are directed to work with children in need of additional support to access the curriculum or reach expected (EXS or GDS) using quality-assured interventions in which they have received training.	EEF when TAs are appropriately trained and deployed, they can have a positive impact on children's progress.	1 Additional needs
Lessons are planned to ensure all children receive high quality teaching, which supports individuals at risk of falling behind due to social disadvantage	EEF 5 a day strategies have influenced our Teaching and Learning policy, along with input from the LA and CPD provided by them, and through reading high quality CPD texts, including Willingham's Simple Model of Memory and Tom Sherrington's Walkthrus.	2 Outcomes
Recruitment of expert staff to support additional interventions around boosting outcomes at end KS2. Skilled staff identify gaps, create engaging resources and target intervention where it is needed.	EEF Improving maths in Key Stage 2 and 3	2 Outcomes 6 Maths
<p>ILI and maths pre-teaching for children already falling behind expectations and their peers.</p> <p>IXL personalised intervention purchased for targeted individual maths support. Can be used at home. Ensure PP children have access to devices and can be loaned Kindles if needed.</p> <p>1:1 time with SLT to support maths for borderline/struggling children.</p>	<p>ILI has already been extremely successful for a number of children.</p> <p>Pre-teaching in maths carried out by an experienced HLTA using White Rose resources - nationally respected scheme.</p> <p>IXL has been recommended by LA staff and other headteachers/SENCOs.</p>	6 Maths 2 Outcomes
We will continue to purchase summative assessment resources to monitor attainment and progress closely.	Over 8500 schools use Rising Stars to assess progress.	2 Outcomes
Support children in test situations where anxiety or need means they need breaks, calm spaces or extra time (where	KS2 testing arrangements allow for this where appropriate. We will assess need for every cohort and seek volunteers or allocate staff where relevant.	2 Outcomes

permitted and approved). Focus on providing this day-to-day to support ability to focus in end of KS tests. Offer overtime hours or employ TA supply to facilitate this.		
Dedicated ELSA time to support MH and barriers to learning as a result of social disadvantage	EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	3 Attendance and 1 additional needs
1:1 TA time for PP children with partially funded support and additional needs due to disadvantage.		1 Additional needs
ELSA available to support MH and barriers to learning as a result of social disadvantage occurring on a daily basis. ELSA training to feed into whole school policies and responses to challenging learning behaviours.	EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Developing a whole school approach alongside a trained ELSA and Relational Approaches is beneficial.	3 Attendance and 1 additional needs
Creation of the Beehive nurture provision targeting children with a disadvantage and/or SEN (50% in receipt of PP).. ELSA one of dedicated team, highly-skilled staff to support learning and SEMH needs. The success of this provision then directly impacts children in other classes, including pupil premium children who then have more focus from other staff and encounter fewer distractions from their learning and routines. Breakfast to ensure children have eaten and are confident coming in.	Local Authority support with the establishment of the provision and ongoing monitoring and feedback provided.	3 Attendance 2 Outcomes 1 additional needs
Oracy project - subject leader allocated to develop and embed oracy across the English curriculum. Focus on early years poetry and whole school termly poems, with poetry	Oral language interventions can lead to +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4 Oracy

woven into English planning. New Fluency programme started and time on Poetry slam every half term.	New DfE writing framework focus on oracy.	
Additional reading time and phonics catch-up as well as maths games interventions. Governor and parent volunteers supporting with this as well as staff.	Use of approved phonics-scheme loyal intervention programmes with appropriately trained and monitored staff to deliver this.	5 Phonics and reading
Dedicated staff to support positive, adventurous play and relationships. Supports PP children with no additional targeted cost. Financial, staffing and time commitment to OPAL play .	OPAL play has a proven track record of supporting activity and collaboration. Supports all children to be included and drive creative meaningful play.	7 Wider opportunities
Weekly Forest School sessions for groups of children with disadvantage and additional class sessions each week to support all children to cooperate, learn and integrate equally into their peer groups.		

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

Budgeted cost: £1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare Meetings to discuss, strategise and target children causing concern.	Suggested approach from our LA Safeguarding links.	3 Attendance
Purchase books for home where disadvantage is a barrier to owning them or reading.		5 Phonics and reading
Clubs and trips - subsidies for PP children who would		7 Wider opportunities

otherwise not be able to participate.		
Residential subsidy		7 Wider opportunities
Provision of services for families and parents. Refreshments to encourage participation. Parent questionnaires/ conversations to identify barriers.	MHST team delivering parent sessions.	8 Wider family support

Total budgeted cost: £35050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrated that children receiving pupil premium funding continue to perform less strongly than their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. We are mindful of the fact that this data summarises outcomes for 1-4 children in each cohort, almost half of whom also have an additional need (SEND, medical or EAL) and the impact of these additional needs also impact upon their outcomes. We need to combine any support we give to these children because of their PP status with the support we have in place for their additional need. We will always look closely at the individual rather than cohort outcomes when deciding how to spend this funding and when assessing the impact of that spending.

Based on all the information above, the performance of our disadvantaged pupils *did not fully meet* expectations, and we did not achieve all of the outcomes we set out to achieve by 2024-25:

Intended outcome	Achieved?
A significantly improved focus on early reading and phonics will be put in place, with high numbers of staff hours given to reading with children in school, phonics catch-up and keep-up sessions and regular communications with home to improve reading outcomes in YR-2.	Achieved, ongoing
High levels of oracy will be evident in our disadvantaged pupils, supporting confidence, sophistication and fluency in writing.	Improving
Children do better in formal tests at KS2. We are looking at whether a historic issue around this is anxiety about testing/test environments or lack of test practice, both of which we will address.	Not achieved, ongoing
Engagement of families in their children's learning will improve, emphasising the value of education and motivating children to have high expectations for their futures.	Achieved. 80-90% + engagement
Ensure that the children in receipt of PP have access to the same wider learning and extended schools opportunities as the wider school cohort.	Achieved.
Close monitoring of absence and timely conversations, letters and processes in place to significantly improve attendance, supporting outcomes.	Improving, ongoing.
Parents and families are supported in a wider context to reduce pressures on families which would otherwise impact upon the outcomes of the children.	Achieved in part. Ongoing.

1. Relational Policy

- Embedded across the school community: children, staff, governors, and families. Strong relationships supporting improving outcomes emotionally and academically.
- EP (Educational Psychologist) time allocated to support communication of the policy to parents, ensuring clarity, consistency and engagement.

2. Phonics Provision

- **Training:** All staff (teachers and TAs) received training from the phonics provider to ensure delivery is consistent and high-quality. Ongoing monitoring.
- **Impact:** Since Easter, monitoring shows improved fidelity to the scheme and stronger outcomes.
- **Data:** Year 1 phonics check results:
 - 100% of Pupil Premium (PP) children passed.
 - 90.1% overall pass rate, in line with or above national average.

3. Attendance

- July 2025: PP attendance at 94%, with 22.7% persistently absent (similar to end 2023-24).
- Whole school persistent absence halved over the year due to Welfare Committee monitoring and staff follow-up.
- Ongoing focus on this shows impact is growing as early PA for pupil premium 2025-26: 17% (13% for compulsory school-aged PP), a little higher than school average.

4. Oracy

- Poor oracy skills in PP children reduced from 54% to 44%.

5. Wraparound and Clubs

- Almost 50% PP children targeted for wraparound care and funded clubs to:
 - Enable parents to work.
 - Provide a warm, safe space for play and relationship-building.
- Funding impact: Increased participation and engagement in enrichment activities.

6. Enrichment and Cultural Capital

- **New initiatives:** Fluency programme and half-termly poetry slams.
- **Impact:** PP pupils participated equally in poetry slams, performances, and debating opportunities.

7. Parent Engagement

- High attendance (80-90%) at meetings, visits, and school events across all classes.
- Families invited to classrooms and celebrations throughout 2025.
- School acts as a hub for support:
 - Hosting training sessions for parents.
 - Providing childcare and/or refreshments during sessions (e.g., phonics workshops, MHST drop-ins).
- Hard to quantify impact but parents attend meetings to support their children. Fewer families are now being targeted specifically and capacity is better to support children at school where needed.

8. Teaching & Learning

- New T&L policy prioritising High Quality Teaching (HQT) in all classrooms.
- Research-driven CPD delivered and followed up with coaching.
- Curriculum reviewed to ensure representation of diverse backgrounds; new books purchased, new PSHE assemblies focusing on values, aspiration, compassion, British and school values, protected characteristics
- Impact: Local Authority and School Improvement visits have been positive about progress and quality of work. Standards across the school, including among PP children, are rising.

9. Writing Outcomes

- Writing progress was evident in year 1 for disadvantaged children. For the rest of the school, no change in outcomes was registered for the PP cohort, with or without SEN. This was a similar pattern to children with no disadvantage. This was identified as an area for urgent attention and by the Summer term 2025, changes to provision, support and curriculum design were put in place to tackle this. These continue into 2025-26.

10. KS2 Outcomes

- Overall KS2 outcomes improved from 2024 with reading and writing at 54% EXS and maths at 46%. RWM combined was 38.5%, up from 25% in 2024.
- 33% of PP children achieved EXS in RWM with 66% having an EHCP.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. We have highly aspirational, longer term goals based

on a clear picture of the children's needs and choice of evidence-based ways in which we can support these, so that we are confident we will make further progress towards our 2026-27 aims this year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Interventions are in place with need identified and discussed between teachers and parents. The very small numbers in this group mean sharing of the specific details of this support would impact confidentiality. Additional support is given to the cohort in areas of identified need.
The impact of that spending on service pupil premium eligible pupils
The very small numbers in this group mean sharing of the specific details of this support would impact confidentiality.

Further information (optional)

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